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ABSTRACT

Proceedings of a workshop on career advancement for women faculty members and administrators within the University System of Georgia are presented. The workshop was a vehicle for faculty development and an experience in networking. Topics include professional writing in science, the humanities, and education; strategies for academic promotion, and techniques for getting into administration and surviving. Papers and authors include the following: "The Decade Ahead: Women in Higher Education" (Marie Walters Dodd); "Techniques for Advancing in Higher Education" (Anne Flowers); "Publishing in Journals" (Lynne Billard); "Academic Research and Colleagueship" (Carolyn D. Berdanier); "An Editor's Perspective" (B. Phinizy Spalding); "Editing Ethics and Strategy" (Stephen W. White); "The Art of the Informed Essay" (Stanley W. Lindberg); "How to Get Moving in the Publication Game" (S. Lee Galda); "Professional Writing in Education" (Judith Preissle Goetz); "Making an Impact on Your Field" (Mary M. Wood); "Academic Promotion Guidelines" (Kathryn A. Blake); "Set Your Goals Toward Promotion" (Karen S. Calhoun); "Making Career Decisions" (Helen E. Grenga); and "Invitations to Growth as Administrators" (Betty L. Siegel). (SW)

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Techniques for Moving Up in Higher Education

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The University of Georgia Center for Continuing Education

SHAPING OUR DESTINY:

TECHNIQUES FOR MOVING UP IN HIGHER EDUCATION

Editors:

Ernestine M. Copas
Helen H. Mills
Patricia L. Dwinell
M. Louise McBee
Betty J. Whitten

Proceedings

SHAPING OUR DESTINY:
TECHNIQUES FOR MOVING UP IN HIGHER EDUCATION

Tuesday, October 20, 1981

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CONTENTS

FOREWORD
Ernestine M. Copas and M. Louise McBee.....1

THE DECADE AHEAD: WOMEN IN HIGHER EDUCATION
Marie Walters Dodd.....4

TECHNIQUES FOR ADVANCING IN HIGHER EDUCATION
Anne Flowers.....10

PRESENTATIONS ON PROFESSIONAL WRITING IN SCIENCE:

Publishing in Journals
Lynne Billard.....16
Academic Research and Colleagueship
Carolyn D. Berdanier.....19

PRESENTATIONS ON PROFESSIONAL WRITING IN THE HUMANITIES:

An Editor's Perspective
B. Phinizy Spalding.....22
Editing Ethics and Strategy
Stephen W. White.....25
The Art of the Informed Essay
Stanley W. Lindberg.....30

PRESENTATIONS ON PROFESSIONAL WRITING IN EDUCATION:

How to Get Moving in the Publication Game
S. Lee Galda.....33
Professional Writing in Educaton
Judith Preissle Goetz.....36
Making an Impact on Your Field
Mary M. Wood.....41

TECHNIQUES FOR GETTING INTO ADMINISTRATION AND SURVIVING
(Panel Discussion): M. Louise McBee, Sue A. Dezendolet,
Mary E. Estes, and Mary Ann Hickman.....45

STRATEGIES FOR ACADEMIC PROMOTION:

Academic Promotion Guidelines
Kathryn A. Blake.....49
Set Your Goals Toward Promotion
Karen S. Calhoun.....53
Making Career Decisions
Helen E. Grenga.....56

INVITATIONS TO GROWTH AS ADMINISTRATORS
Betty L. Siegel.....59

Foreword

Ernestine M. Copas
Administrator, Independent and Self Directed Study
Assistant Professor, Counseling and Human Development Services
University of Georgia

and

M. Louise McBee
Associate Vice President for Academic Affairs
University of Georgia

This is a critical time for higher education. Many colleges and universities are experiencing reduced enrollments and severe cutbacks in funding. Others are facing the same prospect. Given this climate women stand to lose. Concerted efforts must be taken by colleges and universities and by women themselves to see that the gains of the last few years are not lost. Assistance and support for women now holding faculty and administrative positions should be stepped up. That is, we must help them perform more effectively in their roles and develop a support system in the institution, state, or region.

Two components of this support system, "faculty development" and "networking," are common catch-phrases in American higher education today. A flurry of activity and high promise surround both.

Faculty development is defined by Francis (1975) as "an institutional process which seeks to modify the attitudes, skills, and behavior of faculty members toward greater competence and effectiveness in meeting student needs, their own needs and the needs of the institution." In short, faculty development refers to activities designed to improve performance.

Networking. Membership in networks is increasingly viewed as desirable if not essential. Across the country these social and professional linkages are springing up -- some well defined in purpose and goals, others less structured and more informal. At their best networks give women access to information, open doors to career opportunities, and ultimately become a force for women's advancement. At their least they increase communication between women who share a common interest.

We think we successfully facilitated both "development" and "networking" for women in a one-day campus workshop entitled "Shaping Our Destiny." For almost a year, a small steering committee* of faculty and administrators worked on

*Steering Committee: Ernestine M. Copas, Chair; Helen H. Mills, Program Coordinator; Patricia L. Dwinell; Mary Ann Hickman; M. Louise McBee; Betty J. Whitten.

the development of a conference for women faculty and administrators in the University System of Georgia. The resulting conference was designed to provide women instructors, assistant professors, associate professors, and entry/middle management administrators in the thirty-three institutions of the University System with information, techniques, and strategies for moving up in higher education. The workshop setting also provided an opportunity for informal networking.

An important factor in the success of the conference was the quality of the speakers and consultants. They were individuals with knowledge, experience, and established professional credentials -- many holding positions of power. In short, we went for the top women in the system. The opening speaker was chairperson of the Board of Regents of the University System of Georgia and has the distinction of being the first women chairperson of that board. The second speaker was dean of the School of Education at a four-year college in the state and drew upon experiences in her present role and similar posts she has held in other prestigious institutions. The third speaker was the provost of the Medical College of Georgia, a medical doctor and the highest ranking woman in medical college administration in the country. The fourth speaker was the president of a four-year college, recently appointed as the first woman president of an institution of higher education in the University System.

An equally important factor in the success of the conference was the choice of small group topics relevant to the target population. There were three concurrent sessions on professional writing with participants grouped along professional affiliations in the sciences, education, and the humanities. Later in the day there were concurrent sessions on "Strategies for Academic Promotion" and "Techniques for Getting Into Administration and Surviving." These sessions were also led by top ranking faculty and administrators from throughout the system. Many of the faculty edit professional journals or serve on editorial boards and are recognized authors in their disciplines. Administrators serving on the panels held positions as academic vice presidents and/or academic deans.

Throughout the day, opportunities were provided for participants to engage in informal networking. This process became so central to the conference it was difficult to adhere to scheduled sessions. Planned breaks and a social at the end of the afternoon fostered interaction between young professionals and accomplished professionals. Networks established during the conference were considered by many as the most important contribution of the day.

In rating the program, 87 percent of the respondents put the overall program in the highest category on the evaluations and 90 percent indicated they were "very satisfied" with the organization of the program. One respondent said, "Very seldom can one deal in such superlatives where a conference is concerned -- the speakers and organization were excellent." Another commented, "It was really great to be exposed to the thoughts, experiences, and personalities of these outstanding women."

Although registration exceeded our expectations, participants indicated that registration would have doubled if brochures had been mailed to women faculty and administrators rather than to academic deans on the various campuses. The high degree of interest in a conference of this nature was demonstrated by the fact that participants traveled substantial distances to attend and by numerous requests by participants for additional conferences. A professional

development model such as this can be used in any state or region to provide the assistance and support essential for women faculty and administrators in higher education.

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THE DECADE AHEAD: WOMEN IN HIGHER EDUCATION

Marie Walters Dodd
Chairperson, Board of Regents
University System of Georgia

> Girls who are growing up at the present day ought not to compare themselves with those of even twenty years ago. Every year is adding to their opportunities and advantages. Door after door is being flung open to them, and the question must be . . . which shall I enter? . . . With the strongest conservative principles it is impossible to believe that women will continue to move in the same narrow ruts as heretofore.
>
> Cornelia Phillips Spencer
> "The Young Ladies' Column"
> North Carolina Presbyterian, 1870

This quotation was written not by Simone de Beauvoir or by Betty Friedan, but by Cornelia Phillips Spencer in 1870. I have chosen to begin my speech with this quotation because it expresses some of my personal feelings about women's opportunities and education in the 1980s. If I could have my choice of when to live and work in the world of higher education, I would choose the 1980s as the most challenging of times. For I think that we now stand at significant crossroads in the history of higher education and specifically in the history of women's higher education. The crossroads will become clearer if we review some of the history of women's higher education.

In selecting the 1980s as the most challenging of times for higher education and particularly for women in higher education, I have not forgotten the initial enthusiasm and the struggle of that first generation of women who dared to participate in higher education and who were willing to make sacrifices for the next generation of women; I am also aware that those of us here today have made sacrifices and will be called upon again to make sacrifices for the generation of women who will follow. At no stage in its history has higher education for women been without sacrifice, controversy, and opposition. Each step to eliminate sex-based inequality has met with resistance -- a resistance which unfortunately continues today and will in some degree be evident in the decades to come.

Higher education in the United States began in 1636 with the founding of Harvard College. It was not until 1837 -- two hundred years later -- that Oberlin College opened its doors to four women students and that the opportunity for women in higher education became a reality. Both before and after the admission of women to higher education, controversy raged over what subjects were suitable for women, how much education women should be given, whether women should be given education along with men. Some people worried about the effects of female education on females, on men, and on society. Perhaps the most telling question was "What will women do with their education?" The major arguments against women's being educated centered around the proper position of women in society. Woman's place was in the home -- as a helpmate to her husband. Even the male advocates for women's higher education suggested that the purpose of educating women at this level was so

that they should be more serviceable in domestic work and agreeable in social life.

The first attempt at organized higher education for women appeared in 1821, with the founding of Troy Female Seminary by Emma Willard. Other female seminaries were to follow. In general, these early seminaries were not viewed as anything more than high schools, and frequently the curriculum was little more than a finishing school. However, with the founding of Mount Holyoke Seminary (later Mount Holyoke College) in 1836 a new kind of seminary was created. The purpose as stated by its female founder was to teach young ladies academics, not domestics. Mount Holyoke Seminary quickly gained the respect of many of the male institutions, thus giving respect to many of the female seminaries. The seminaries were followed by the founding of such female colleges as Vassar in 1860, Smith in 1871, Wellesley in 1875, Bryn Mawr in 1880, and Mills in 1885. With the acceptance of women at the previously all-male Oberlin College and the founding of female colleges, women in America for the first time had the opportunity to develop their minds and gain some semblance of intellectual independence.

This is not to say that all men were taking women's education seriously. One example will suffice, and the example is not to be considered unique. In 1847, Elizabeth Blackwell, after a three-year wait, was admitted to Geneva Medical School (later absorbed into Syracuse University) as the first woman admitted to medical education. The circumstances of her admission reflect the general attitude of the time. The faculty, not wanting the responsiblity for her rejection, and conversely not willing to accept the consequences of her admission, turned the matter over to the students, who in an uproarious general assembly voted a unanimous "yes" as a joke. The joke backfired on both the faculty and the students when she graduated at the head of her class. But to attain her goal, she fought a daily uphill battle.

This first period of history of women's higher education can be characterized as a period of founding and proving the respectability of women's colleges and the acceptance of women into the traditionally all-male colleges. Women who pioneered its movement were on trial; they were aware that the eyes of the world were on them. They did succeed.

The second period, generally dated from 1900-1920, was characterized by a continuing preoccupation with reform in the traditional elitist women's colleges and the growth of the land-grant colleges. Traditionally, the women who staffed these colleges and departments were women with causes. As late as 1920, Calvin Coolidge characterized women's colleges as "hotbeds of radicalism." Idealism of another group of women began to take active form with the growth of the land-grant colleges. In home economics colleges there was a strong emphasis on practical activity to serve people -- the applying of science to the everyday activities of the home. Other influences on women's education during the time was World War I, and the movement to gain the right to vote. In 1920, 34 percent of all bachelor's degrees awarded went to women. The rapid growth of women's participation in higher education would end after this second phase.

The third period, from 1920-1930, was a period of rising disillusionment. The excitement of the first generations of academics had subsided. Although early battles had been fought and won, women were underrepresented in the academic world. Most of the reforms of the early part of the century had

failed, and women's representation in the colleges was beginning to slow down as demonstrated by only a 6 percent increase in the number of women receiving bachelor's degrees during this decade; even so, this period was to be our best period for a long time.

The next easily identified period covers a span of thirty years -- the great withdrawal period which is generally attributed to the great depression. Preference in hiring was given to men during the first part of the period and educational preference was given to the returning veterans during the second phase. Even though historically women have been invited to attend colleges when economic times are bad or the men are off at war, only thirty-five percent of the bachelor's degrees were conferred on women during this time, which was a decrease from the decade of the 1920s.

The era from 1960 to 1980 has had the greatest visibility. It was a time of rapid growth and exciting change. The 1960s and the 1970s have witnessed efforts to create opportunities for all. For women in the field of education, these efforts have ranged from attempts to eliminate sexism in textbooks to those directed at increasing the number of tenured women faculty in colleges and universities. Although laws were enacted to insure women equal opportunity in the marketplace as well as in education, the results of these laws are yet to be measured. The women's movement influenced women's attitudes, expectations, and interests in governance issues; but women have not become integrated into the male-dominated network of being asked to serve on committees (except as "tokens"), or of being nominated to represent their peers on senates and councils. The "token" women do not serve proportionally on committees and councils.

In reviewing the history of women in higher education, we find that initially there was rapid growth; but following that there has been a steady, but slow, growth during the last fifty years. From 1929-1978 the increase of bachelor's degrees conferred on women was only 7.1 percent.

Women's increasing dissatisfaction with their traditional, exclusive roles of housewife and mother had its sources in the objective changes in society -- changes associated with industrial and economic development, decline in fertility, increased longevity, changes in the function of the family. Such technological innovations as washing machines, refrigerators, prepared foods, and dishwashers, which lightened household chores, served to remove much of the content of women's traditional role in the family. At the same time, new possibilities for employment, personal development, and education outside of the family sphere became increasingly available. Strains surrounding the exclusive ascription of women to housewife roles were further aggravated by the ideology of this period, with emphasis on personal fulfillment and its assumptions that the family should be the exclusive provider of such fulfillment. For some women household roles and family relationships were less fulfilling at the same time that the movement was asserting the right of all individuals to personal development.

Change is difficult at best, but the dependency of women, which is built into the structure of the traditional nuclear family, is resistant to change. For women to make the decision to reject their exclusive family roles was often difficult because they had never had to assume complete economic responsibility for themselves. There was also a psychological dimension to this problem. As Simone de Beauvoir points out, "Women's identity has been so

closely fixed to their social definition as wives and mothers that to those a nondomestic orientation would require an existential leap." The pain and the difficulty of asserting one's own identity -- independent of one's family or husband -- has made the retention of the old definition extraordinarily tempting. But the role of women has changed. Their expectations are greater than ever in the history of women in higher education.

The beginning of a new decade is an ideal point from which to review the progress of women in higher education and to anticipate the tasks of the coming decade. Having reviewed our collective past, I will suggest some things that appear to be facing women in education during this decade.

The 1980s will reflect a change in the student body. There will be an increase in participation of women, and many of these women will be older women returning to campus to begin or to complete their education. As in the two previous decades, more women combining marriage, children, and careers appear to represent an emerging pattern. It is evident in this year's enrollment pattern in the University System of Georgia that women's participation in higher education will continue to increase. This fall 51.1 percent of the University System students are women.

Not only will participation increase, but women will continue to turn away from their traditional domestic roles and from occupations reflecting these roles and will turn to new areas of study in the professions, business, and politics. Both of these trends are taking place within an economy which is shifting from production of goods to production of services.

Men have shaped our institutions, thus defining the roles that women would play, and women traditionally accepted their definitions. This is already beginning to change. Women now enjoy textbooks revised to eliminate sexual connotatons. They are provided more competitive athletic opportunities. Women are even providing more role models.

Increasing percentages of women are continuing their education beyond the bachelor's degree. Statistics prove that change is occurring in attitude and choice of careers. In 1960, 387 of 7,032 medical degrees were awarded to women. Of 9,240 law degrees, 230 went to women. In 1970, women received 699 of a total of 8,314 medical degrees, and 801 of the 14,916 law degrees awarded. The most recent figures available show that in 1978 women received 3,069 medical degrees while the men received 14,279. Of the law degrees conferred in 1978, women had 8,945 and men had 34,402. Other statistics suggest that women continue to be overrepresented in some fields (they earned 92 percent of the masters degrees awarded in home economics in 1977), and underrepresented in others (women earned only 5 percent of the masters degrees awarded in engineering). Cornelia Phillips Spencer's observation that for women "every year is adding to their opportunities and advantages" is supported by the changes occurring in women students' participation in selection of discipline. The campus has changed, is changing, and will continue to change throughout this decade.

The second part of Mrs. Spencer's observation, that "door after door is being flung open to them, and the question must be . . . which shall I enter?" cannot be as easily supported. Prior to the decade of the '70s, institutions of higher education produced small numbers of women doctorates and hired an even smaller percentage of women. The decade of the '80s should be golden

years of employment opportunity for women in higher education, but the prognosis is not a favorable one. In the 1978-79 academic year, 74 percent of the total faculty was male, and males held 81 percent of the tenured positions. The proportion of tenured faculty that is female is even lower than the proportion of female faculty members. Although women have been earning doctoral degrees at an increasing rate, the chances of increasing their representation in academic employment are scarce through the decade. Considering the enrollment boom of the 1960s, it is understandable that in 1976 over fifty percent of the faculty had been hired during the previous fifteen years: a recognized fact, but one that is not very comforting to the new, aspiring female doctorate.

As you know, hiring depends on a number of factors -- student enrollment, number of retirements, and the rate of faculty attrition. Many educational soothsayers are predicting that the total number of faculty in 1990 will be 1.5 percent lower than in 1975. Others predict that the hiring of new doctorates, both male and female, will drop 47 percent in the next five years. Based on several studies, the Carnegie Commission has concluded: "It will take until about the year 2,000, under reasonable assumptions, before women are likely to be included in the national professoriate in approximately the same proportions as they are in the total labor force -- this is a task for a generation of effort." The entry door at the assistant professor level, rather than being flung open, is being slowly changed to a revolving door. The competition will be the greatest at the universities.

In the Sun Belt States the opportunities will be greater, but the competition for the entry position also will be greater. The struggle to move up the academic ladder will pose additional difficulties for the female faculty member because her struggle will include academic as well as social acceptance in all-male departments during declining enrollments. Departmental committees seldom choose to reappoint the female unless her qualifications are superior if she is in competition with a "family man." For women aspiring to full professorships, the climb will be difficult even after they survive the revolving door. In 1978, only 9.7 women held full professorships, while 31.5 of all assistant professors were women, and 49.9 of all instructors were women. Tenure will be even more difficult as institutions across the country impose quotas and percentages for tenured faculty.

Although the picture of academic employment for women is bleak it is not hopeless. There will be new hires; there will be promotions; there will be those who are tenured. Women must make the sacrifices to discipline and prepare themselves to be among those who get over the hurdles. Women must educate themselves to what is required to reach their goals. The competition will be great; but, after all, they are only men.

The number of faculty positions for women during this decade is not encouraging, but positions in administration appear to be more accessible. Since 1975, the number or women chief executive officers has risen from 148 to 219, an increase of 71 positions or 48 percent. Historically, women chief executive officers have generally been in smaller institutions; however, in 1980, fifteen women headed institutions of more than 10,000 students. In 1975, only four women headed such institutions. This indicates that faculties as well as boards of trustees and regents are willing to give consideration to women as chief executive officers. The University System of Georgia has two women presidents, and Agnes Scott College has a woman president, Dr. Ruth

Schmidt. Thus the attitude that women cannot or should not lead major educational institutions is another myth buried.

While the outlook may be gloomy, there is hope, and changes in attitudes are occurring. But women must help make all the changes occur by recognizing that many of the problems we have in our society, if not created by, are at least nurtured by the fact that as educators we have taught people what their values are; we have taught them to think the way they do. We as educators now need to teach people to think about women in a different way.

In conclusion, we must be ever conscious that the gains won in recent years give an expectation that even greater progress is a fait accompli in the 1980s. But I suggest to you that this appearance of rapid growth may well be undermining the sense of urgency to the full enforcement of reforms and to further progress. The shrinking financial resources, declining student populations, and decreased career opportunities predicted for this decade will pose even more serious obstacles for women in education. While we cannot rest secure that the reforms and changes set in motion during the 1960s and 1970s will prevail, I believe that regardless of the form it may take, the process of women's repossession of themselves is irreversible. Within and beyond academe, the rise in women's expectations has released an incalculable new energy -- not merely for changing institutions, but for redefinition; not merely for equal rights, but for a new kind of being.

TECHNIQUES FOR ADVANCING IN HIGHER EDUCATION

Anne Flowers
Dean, School of Education
Georgia Southern College

The theme of another conference was "The Changing Role of Women in Society," it was in the spring of 1975, and I had been asked to speak about "Women in Education". I started:

> There is a small, interesting book entitled Children's Letters to God. One letter reads:
>
> "Dear God:
>
> Are boys better than girls? I know you are one, but please try to be fair.
>
> Love,
> Sylvia"
>
> Most little girls have been admonished many times for activity that was reserved for little boys -- activity which always seemed to be more challenging and more fun. Until recently, these little girls that grew into big girls heard those familiar words repeated as they moved into making career choices. The letter to God could very well have been written by any female in education. That "natural superiority of women" of which Ashley Montague speaks in his writing either does not apply, is not existent or is not apparent in women in education -- nor has it ever been. If figures alone are to tell the story, there seems to be a real shortage of serious career-minded, capable women in education . . . .[1]

Another speaker in that same conference in 1975, Elizabeth Koontz, said:

> When those women who picketed and went to jail for lying down on the streetcar tracks in Washington, D.C., achieved the goal of being given the right to vote, they thought it was all that would be necessary. They went home satisfied that all was well. Almost sixty years later, we are trying to pass an amendment that will state that "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex. Sec. 2 The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article. Sec. 3 This amendment shall take effect two years after the date of ratification."
>
> It is necessary simply because the rights of men and women have been violated in too many instances by laws that are applied differently according to the sex of the individual

> where sex is not a factor or should not be a factor, but in the decisions, usually made by males, the cultural conditioning and attitude as to what a woman or man should and should not do have been substituted for justice.[2]

Those words by each of us were spoken over six years ago -- and yet, we could be saying those same words today. It seems presumptious for me to be standing before you to talk about techniques for advancing in higher education. I am not sure I know, but I am sure that I have been interested in this subject at least as long as anyone in this room. So with that warning and on the sole expertise of interest, I shall at least share with you some observations.

In spite of the fact that textbooks have been rewritten to eliminate sexism, that your children are beginning to display different attitudes toward role models, that a concerted effort is being made by many to change the plight of academic woman, that more women are entering or beginning to move into the careers which were once designated for the male and that women are working for longer periods of time than previously, the overall picture in higher education for the advancement of women is not good. Women are still very much in the minority in leadership positions and in top ranking positions; and when they hold those positions, the rewards in terms of salary are less than those received by their male counterparts.

The ladder in education generally seems to have few rungs on which women stand. For example, the statistics which emerge from the profession so frequently identified with womem -- education -- present a darker picture today than was found in the second decade of the century. Reports concerning the number of women in leadership positions in elementary and secondary schools are disturbing. According to the National Education Association in 1973 only 20 percent of the elementary school principals were women while 83 percent of the teachers in elementary schools were women. Similarily, 46 percent of the high school teachers were women while 3 percent of the junior high school and 1 percent of the senior high school prinicipalships were held by women. Five years later, 1978, only 7 percent of the secondary school principalships were held by women and 18 percent of the elementary principalships. The Equal Employment Opportunity Commisstion released data in 1978 indicating that only 13 percent of all principals were women.[3] Furthermore, evidence is available that indicates women holding principalship positions tend to be older and have significantly more teaching experience than men holding similar positions.

If we look to higher education, there is little doubt as to one of the reasons why there are no more women administrators than there are in the public schools. Ninety-two percent of all students enrolled in programs in educational administration are men -- and in those departments of educational administration in our colleges and universities 98 percent of the faculty are men.

If we were to continue to look at the higher education scene, we would find in 1979-80 women held about one-fourth of the full-time faculty positions according to the National Center for Education Statistics. Women were scarce at the top -- in rank and in administrative positions held. Counting, one would find women holding one-half of the positions designated as instructors, one-third as assistant professors, one-fifth as associate professors and fewer

than one-tenth as full professors. Women's salaries typically are about 18 percent lower than the average for men.[4] A survey reported in the Journal of Higher Education noted that there were in 1979 few women holding top level positions in higher education. According to that survey, fewer than 200 out of 2,500 accredited institutions had women as the cheif executive officer, and over a half of all state universities and land grant colleges did not have any women in top-level administrative positions.[5]

Knowing these figures and the status of women in higher education, I found myself wondering while preparing for the day why I agreed to speak on the subject "Techniques for Advancing in Higher Education." My first impulse was to buy each of you a copy of Miss Piggy's Guide to Life. In it there is a chapter entitled "Success." The opening paragraph reads:

> I cannot tell you how many young ladies write to me and say, "Miss Piggy, if only I could find an interesting, rewarding career like yours -- one with excitement, travel, and glamour."
>
> Goodness knows, I symphathize with their predicament, I moiself spent many years engaged in assorted occupations which were frankly unworthy of a person of my many gifts, before I stumbled on this one basic secret of success: if you're properly attired, you're hired. And if you're not, I don't care how "qualified" you may be -- it will be a case of "clothes, but no cigar."
>
> What very few people realize is that there are only a handful of professions that require any actual knowledge or skill.[6]

Miss Piggy's advice might get us through the door, but we have chosen one of those professions which requires knowledge and skill.

As I cite the statistics to you and as I consider my own career, I must say that I do not think there is some sinister plot to make advancement in higher education so difficult for women. I must also say to you that I do not believe that all the changes in textbooks, all the impending legislation, all the affirmative action plans devised, all the publications decrying the inequities that exist and all the good intentions of the men whom I know will make any big change in the status of women in higher education. All those things will help, but the changes will come about through the efforts of those most affected -- women.

As women, we must learn to invest wisely. "To the extent that women forego investments in education and work experience in anticipation of emphasizing their family-related roles, they limit their occupational opportunities and earnings potential."[7] Many of us choose education and work experiences that send us to low paying positions, traditional roles and traditional levels of achievement. Many of the work decisions made by women are made so that they can do all that is expected of women in the domestic role . . . the decision not to have a night class, not to attend a conference that would mean being away from home, or getting home after dark, not to accept a committee assignment or a speaking engagement, not to spend the necessary time in research and writing, not to initiate a new course or program, not to assume a

leadership role whether as a committee member, director of a grant, chairing a department or applying for graduate faculty membership. There is a tendency for women to think of their careers as short-termed, temporary, lasting for only a few years. Even if such were the case in the past, such will problably not be the case in the future. Even with interruptions in the career, the wise course of action for the woman today is to continue whatever professional activity is possible in order to contribute to her development and productivity for a career which is likely to span twenty to thirty years. Those decisions that come frequently and are important decisions are also costly decisions relating to advancement.

Regardless of the degrees we hold, our reluctance to participate actively in our profession will slow down if not block advancement. It is necessary for each of us to consider the consequences -- the long-term costs and benefits -- of each decision we make which relates to our professional growth and participation. We must learn to set priorities and invest wisely if we are to advance in higher education.

Second, we must learn to talk to ourselves. Without a doubt there still remain discriminatory practices that accrue to the detriment of females attempting to enter some positions or in advancing in their chosen field. I sincerely believe that biased attitudes and discriminatory practices are more difficult to deal with today than previously because they are much more subtle. Most folks know "what's right" even if they do not practice "what's right." Many of you probably know the study done by Mary Frank Fox concerning sex, salary and achievement in higher education.[8] She found that, indeed, credentials and achievement did go with salary; however, she found that for the same credentials and same achievement men received the greater rewards.

Society and the early training of both men and women make us both continue to think in those early patterns and respond on that basis. Lack of attainment for women may very well be lack of access to opportunities created by institutional and cultural barriers. Both men and women talk about women as being child-like, weak, emotional, irrational and excitable. Is it true that women are unable to communicate effectively? Is it true that women do not have the intellectual and personal characteristics necessary for advancement? Is it true that women are afraid to be successful?

Our advancement to a very large extent is affected by our responses to those questions, our point of view and our attitudes toward ourselves and toward each other. Women have been recognized and have wanted to be recognized for attributes rather that achievements. Beauty, charm, you name the adjectives to describe the successful woman. These adjectives are much different from those used to describe the successful man. I confess to wanting both sets of adjectives to describe me . . . and there is really no reason why they cannot be used to describe any woman.

That talented and educated woman with family responsibilities, according to a number of studies, sees her work as hard, as a necessity that takes her away from home rather than as fulfillment, as enjoyment. Indeed, we, as women, feel guilty if we enjoy our work. When we enjoy our work naturally, we do not understand our feelings. We must learn to understand the joy that comes from hard work and personal achievement and be unafraid to talk about and share that joy if we wish to advance in our profession.

We are on the right path when we realize that developing our abilities does not interfere with our being feminine and when we begin accepting responsibility for ourselves. Additionally, maybe it is an obligation to ourselves to accept some of those important assignments when they are offered and learn to do them on the job rather than apologizing for inexperience or lack of knowledge. Many opportunities are there if we but accept them.

I would remind you that many of our choices are closely related to what we think people will think -- which probably, by the way, they will not think at all. There seems to be a very strong desire to be accepted by others, and many of us have the "only woman" syndrome. The "aloneness" in being the only female is difficult for us unless we realize the task that is to be done and center our attention on the task rather than on counting the number of males and females present. Oh, sure, there are those embarrassing moments that come to us when the whole group is addressed as "gentlemen" or when we hear discussions concerning the role of women, or when attempts are made to make us feel guilty in not pursuing the same activities in the home as many other women might pursue, or when our male friends or husbands help us with those home activities, or when we realize as women that many times we are conditioned to accept things as they are rather than to change them or to challenge them. Yet, I think we have to deal with that sort of embarrassment, deal with it with a sense of humor, deal with it as a fascination in solving our own problems.

Our advancement will be influenced by being around stimulating colleagues who speak practically and personally about their profession and by association with those who succeed and who care about guiding others to success. It is difficult to keep going unless we have someone to talk with, someone who feels or has felt as we do, someone after whom we can model. Numerous studies have been conducted concerning the career successful woman, and the results of such studies seem to be similar. High achievers seem to have opportunities to be with and observe women in roles in which they have an interest. In other words there must be an identification with successful women in the environment in which a woman aspires.

The professional socialization so easily found by men is much harder to come by for women. The opportunities to discuss ideas with colleagues for women before formal presentations are much more difficult to achieve than they are in similar situations for men. Challenging interactions are important, and these interactions are difficult to find for women. An expectation of women's career patterns can be established by associating with women with similar interests. The association with women professionals with similar interests can make a difference to both men and women. Those who work with successful women will be supportive of righting the wrongs of the past in higher education.

Many of us, both men and women, at first thought provide strong support for placing men in high places and only when pressed do we think of capable women who could and probably should hold those leadership posts. Motivation and ability are not the only factors in achievement; it is absolutely essential that all of us learn to recognize characteristics necessary for advancement in higher education without regard for the gender of the body in which it is housed. We must work together as women to plan for the advancement of colleagues, to share experiences, to analyze the power structure and organizational climate, to aid each other in recognizing and overcoming deficiencies and to promote and encourage the development of strengths.

We must invest wisely in our education and work experiences.

We must talk to ourselves about our own prejudices and shortcomings.

We must associate and become more supportive of our successful colleagues who also happen to be women.

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PUBLISHING IN JOURNALS

Lynne Billard
Head, Department of Statistics and Computer Science
University of Georgia

I should preface my remarks by saying that any comments I make here apply to both males and females. I'm going to talk about publishing a paper in a journal. Many of the points that I will attempt to make, if you haven't already heard them, should become obvious to all. Suppose you want to publish a paper in a journal. How should you go about it? Let's assume that you have already done your research. You have results that excite you and you want to share them with everyone, in particular the publishing world. So, what do you do?

The first thing you do is select the journal in which you are going to publish this material. Now, if you have never published before, you look at all the journals in your area and familiarize yourself with them to find out the types of things in which your particular journals are interested.

Most journals prefer papers of a certain type or subject matter. Vida Scarpello, our moderator, was describing to me earlier some of her own work and it covers various areas -- for example, economics and psychology. She may have done a piece of research covering both these areas. Now if she wants to publish it in an economic journal, she needs to write her paper with the economic emphasis. If she is going to publish that material in a psychology journal, she needs to write the material with the psychology emphasis. Another journal might want equal emphases. So the same piece of work can be written in various ways. Do not write it before you select the journal. Never write a paper and then say, "Where am I going to publish it?" First select the journal.

How do you select that journal? One way is to determine the subject matter of the field of interest. Another way is that your research may have developed from or may be a development of someone else's work. Or, it may have originated from a paper you have read in a particular journal. That body of work from which your research has developed presumably appears in a certain journal, or two or three journals. You will want to send your material to that same kind of journal. Two ways of selecting your journal are the origins of the work itself and the subject matter or the field of interest.

The second point I want to make comes under the heading style of writing. Most journals have guidelines. Some of them say merely, "Submit four copies." So you can write it anyway you like. By style I don't necessarily mean single or double spaced. (Obviously you do have to see if the journal wants it single or double spaced.) You also want to determine if formulas are to be written in a certain format. Likewise for tables and graphs. Also, does the journal want a heading on tables or graphs? I personally always put a self-explanatory heading on a table or graph regardless of whether or not I am specifically asked for it. But if the journal asks for it, you must have it there. Other questions of style along these lines have to do with uniformity. For instance, don't have some subheadings underlined and others not. You know that would appear sloppy. You'd be surprised how many papers come in that way.

Some will have periods at the end of a subheading in some instances and not in others. It usually doesn't matter which way you do it. Just be consistent. This applies to writing in general, not only to scientific writing. Another thing I find within the mathematical discipline is a sentence expressed as an equation. For instance, $X = Y + 2$. If you say the symbols you are repeating a sentence. Put a period at the end of the equation; that is the end of the sentence.

These are some examples of style which in some sense are superficial. There is another really important aspect of style. This relates to questions such as "Does the journal like a theoretical-type paper?" If it does, then write it as a theoretical-type paper. Does it like an applied-type paper? If it does, write it that way. If it is an applied-type paper, does the journal want you to give just a reference to the theory, such as "Cox and Hinkley, 1964, Chapter 2"? You should not simply reference the book and leave the person to scramble all the way through the book to find what part of it you have used. Some journals want you to give just the outline, others want you to give more details. I'm a statistician/mathematician. If I write a paper for a mathematical or statistical journal I'm not going to put in all the theory. The theory is known. I am sure that the reader knows it. I might give the reference to the standard textbook for it. But if I've used my statistics or mathematics, in say, a sociological problem, I should realize that the audience is made up of sociologists. So I perhaps give a bit more outline or detail on how I developed the methodology, even though for me it may be material that I teach in an elementary course. So that all comes under the heading of style.

Now you have selected your journal and you've written your paper. Show it to some colleagues for advice and help. Don't hide away in a corner and then shuffle it off to a journal. Show it to colleagues in your department and others in the field that you know, even if it is your major professor. I know you have a friend in him or her. Get some advice. You probably will get some constructive advice.

The next step is to send it off to a journal and wait. Some journals have a history of responding within a month, and others have a history of responding within six months. If after six months you haven't received a referee's report you should write to the editor and ask what has happened. Your paper is probably sitting on a referee's desk. I know that if anyone ever writes to me and asks the status of the review, I will quickly call up the referee and ask, "Where is it?" I'm going to get a response within a few weeks, two or three weeks probably. So don't be frightened to write if you haven't heard.

Remember that most referees and editors want to prove that they have read your paper carefully. The proof to you that they have read it carefully is that they will find holes. There are going to be holes in that paper. Why did you do this or why didn't you do that? Or, if you further look at it this way, what do you think would happen? The reviewers might say that no one is interested in a particular paragraph or section; cut it out. They might make these sorts of critical statements. Expect that. Attempt to address every comment. Every single comment -- don't leave out any. You might feel that the referee doesn't know what he's talking about, but don't tell him that. Even if you have addressed every single point exactly the way he has suggested, enclose a cover letter to the referee and the editor or to the editor for the referee, explaining what you have done and why. This is

especially important if you have decided that one of his points isn't relevant. Justify why you didn't do what he suggested. And I should say that when you make these rebuttals, particularly if you don't want to implement his suggestions, you really have to justify your reasons. But, do it nicely! You probably should add an acknowledgement for the helpful advice and suggestions of the referee.

Your paper comes back and it's accepted and you are really happy; or it comes back and it's rejected, and you are depressed. There are three basic reasons why your paper may have been rejected. One reason might be that the referee may think there's not sufficient material presented worthy of publication. He will generally give reasons why. Use it as a learning experience. Don't be put off. The journal with which I'm associated, The Journal of the American Statistical Association , publishes 20 percent of the papers submitted, and that actually is a high percentage of publication for a statistical journal. Therefore, don't be put off. Learn from a rejection. Another reason for rejection may be that the referee has erred with one or more of his reasons. Write back and explain why you feel he has erred. You may ask the editor politely and nicely if he would be willing to give it to another reviewer or to have it re-reviewed, and he will usually agree to it. Another reason for rejection is that the editor might feel the material is not appropriate for his journal. He might then write that journal Y might be interested in this sort of material. Do not just turn around and send that paper "as is" to that journal. Go back to that second point I made, read that journal, see what type of papers they want, and then you probably will have to completely rewrite that paper: within the style, the guidelines and empasis in that new journal. And start the process again.

One final point that I would like to make is that when you have a body of material, do not chop it up. Don't say, "I'll chop it in half and write two papers instead of one." It is far better to have one good solid paper than two papers of small results, even though it all adds up to the same material. You heard me say that we have an 80 percent rejection rate. Very often we will say, "Yes, this is an interesting result; no one has published this; this is certainly a new result; but it doesn't have enough material to warrant publication." It is just an isolated result. You want a body of results. If you put a whole lot of little results together, the referee might look at this and say that all of these are pretty interesting, and they have a coherent theme. None of these alone are worthy of publication. But put them all together and you have a nice paper. Now this becomes particularly important, not so much for early promotion or tenure, but when the promotion is to full professor. Because, if you have a record of a lot of pretty little results, that's all you have -- a lot of pretty little results. But that doesn't give you promotion to full professor, at least not within my discipline. You have to have a record of solid coherent results in order to develop a good reputation in some sense. It is not achieved by pretty little results. That may get you to associate professor but it won't get you to full professor. In terms of publishing it is also more likely that an editor, in the interest of space, is not going to publish something that is just a result or two.

ACADEMIC RESEARCH AND COLLEAGUESHIP

Carolyn D. Berdanier
Professor and Head
Department of Foods and Nutrition
University of Georgia
Editor, Journal of Nutrition

It is now appropriate to continue our discussion on academic productivity (i.e., publications). Dr. Billard has indicated a need to distinguish between trivial results and coherent thought. I think one of the most important points in trying to publish your research is that prior to collecting your data you must develop a defendable, testable hypothesis. You will have a clearly defined endpoint, a yes or a no answer. Then the manuscript essentially writes itself. I think that almost goes without saying.

By definition the scientific method demands that you develop an hypothesis that is testable, that you design an experiment which tests your hypothesis. Once you have done that, the rest is pro forma. This is one of the best ways of attacking scientific writing and getting published. In my research I read the literature a great deal. I actually write the introduction to my paper at that point. Then I test my methods or devise the appropriate ones to test the hypothesis that I have developed from reading literature. At this point, I write a section of the paper. I now go to the laboratory and do the work. I collect the results, and as I collect the results I am organizing them in tabular form. I write that secton. Then I go back to the literature and see how this piece of work integrates into the body of established knowledge. Then I write the discussion section. Now the paper is ready. I read the literature again to check for the style of the journal, the format and so forth, as Dr. Billard has pointed out, and the paper is ready to go. It is a very efficient way of doing research. This is what I teach my graduate students. Before they do a dissertation, they write a dissertation proposal outlining their testable hypotheses and the experimental designs that will appropriately test these hypotheses. The hypothesis should be so stated that it has a yes or no answer. For example, you could develop the statement (and that is what a hypothesis is -- a statement that is true or false) that tall people are smarter than short people. This would be an absolutely foolish hypothesis, but one useful for this discussion. You then design your experiment. You are going to test the intelligence of people of various heights. To test the hypothesis, ten people from the height range of 4'8", ten people who are 4'7", etc., are given a standard intelligence test. You've done that work; you have a result. Are they smarter or are they not smarter? True or False. Yes or No. You have your answer. You then write that answer in terms that the journal editors will accept. It's pretty straightforward and if you have clearly explained your hypothesis, your methods, and your results, everyone will know how and why you've done and interpreted the work. You then submit your paper to the appropriate journal and it is accepted or rejected.

What is the basis for this decision? To answer this question I'm going to speak as an editor. One of the first things that turns me off as an editor is incorrect use of the English language. Sentences that go on for a full paragraph, incorrect spellings, wrong verb tenses. I had a paper to read

where the author had a typo in his own name -- he hadn't even seen it! I look at that and I say to myself, if the individual is that careless in the preparation of his manuscript he must be pretty careless in the laboratory; therefore, I am going to look very hard and very vigorously at his results. On the other hand, if I see a manuscript that is absolutely impeccable, I'm going to say, "where is this coming from?" Is this from the University of Timbuktu or is this from a "name brand" institution where prestige, honor, adequacy, and a rigorous scientific approach are encouraged? Or is it from some college or university I've never even heard of, or whose reputation is not good; or from an author who has not been particularly careful in his/her work? Editors, like myself, have their own set of biases/prejudices which enter into their judgment.

Scientists with reputations for rigorous, critical thinking are more readily believed than those with poor reputations. With someone for whom I have no assurance of rigorous, critical thinking, I'm going to check the references. I referee about two manuscripts a week in my function as an editor. And that means a lot of work. I may spend eight to ten hours refereeing a manuscript and writing a very detailed critique. But if it is from soembody well known in my field, I probably won't feel the need to go to the library and look up references. By and large, most of the papers that I referee are in my field so I am familiar with the literature. Thus eight to ten hours may be an exaggeration for all papers. Nonetheless, the paper has to be rigorously prepared and the author must document that rigor. "There is no substitute for a good idea." You've heard that before. But it is only through careful preparation before you do the work that the good idea will come forth. It won't matter whether you are Joan Smith or Linus Pauling. The rigor has to be there; the evidence has to be there.

Dr. Billard mentioned showing your paper to colleagues, your former mentors and others. One of the reasons you go to professional meetings is to establish a correspondence with people you respect in your field. If there is somebody who is particularly expert in your field of research, go meet that someone -- male or female. Have the courage to go up to a world-famous somebody and say, "I've always admired your paper on thus and so and I've done a little work to expand on it. Would you have a few minutes to talk about it with me?" And here is the time to strut your stuff. You may state, "I've thought that such and such might be true; what do you think about that?" And if the individual has any decency about him/her he might say, "Gee, you know I've never thought about that. What do you plan to do?" The conversation will flow. I've heard a lot of people accuse these "biggies" of stealing ideas. Well, I don't believe in such a thing. A good idea is unique, just as an individual is unique, and most of the people who got to be "biggies" got that way because they had a great deal of integrity and honor. If they had an idea similar to yours, it's simply because the facts are there that allowed them to develop the same hypothesis that you had developed. And so they have gone ahead and tested it. It may be that you did the work at the same time. Once, when I was first starting out, I discussed an idea with an editor. He said that he hated to tell me this but he had thought the same thing and already had done the work. And my face must have fallen ten feet. He saw it. He said, "Don't worry about it. Submit your manuscript to the journal because it is obvious that you have a slightly different approach. There is nothing nicer in this world than to have another investigator independently reach the same conclusion." I said, "Yes, but it isn't very original at this point." He assured me that it was. He said that it took more than one observation to

validate the hypothesis, and to go ahead and submit my paper. I did. I was quite sure that he reviewed it because the paper was accepted. The next year that individual asked, "What happened to your paper?" He knew darn well what happened to my paper. And I said that it had been accepted. He said,"See, I told you." And I responded, "Thank you very much." Ever since we have been very good friends and have exchanged many ideas.

What I'm leading up to more than anything else is the importance of sharing your thoughts and ideas with people who have similar ideas. It is important to gain colleagueship, and I might even add mentorship. That little sponsorship for my paper by a man well known in the field helped me immeasurably. He got my foot in the door. I might not have been able to do it alone. Being a protégé, or having a mentor, is a very good thing.

An Editor's Perspective

B. Phinizy Spalding
Associate Professor of History
University of Georgia
Past Editor, Georgia Historical Quarterly

I'm Phinizy Spalding, past-editor of the Georgia Historical Quarterly, the state historical journal. I edited this magazine following on the heels of Dr. Ellis Merton Coulter, of whom many of you may have heard. He was a very prominent historian of Georgia and of the South who died just last summer at an advanced age. Dr. Coulter had edited the Quarterly here in Athens for fifty years and I was his successor, so I really stepped into some large footprints when I took over the magazine. It was a lot of fun, and I want to talk with you about some of the material that I published, some of the material that I would have liked to publish, and some of the material that I think you might be able to submit successfully to this journal or one that is similar to it. (It really wasn't so long ago that I was an active editor. I held the post through 1980, and I might add with some chagrin that my last issues were unbelievably late. The Fall magazine came out in the Spring of 1981, and the Winter issue came out most appropriately in August--just this last August--full of sleet and snowcapped mountains, of course.)

I am on the history faculty here at the University of Georgia and have been since Abraham Baldwin and I were campus associates! I can't say that the history department is exactly a bastion of support for female rights and getting ahead in administration and/or faculty areas. When I came here there was not one woman on the history faculty. We hired a woman scholar in Greek and Roman history in 1967, and she was the sole woman on a faculty of about forty-five through the middle 1970s. Since that time we have hired several other women so that now we have a dizzying total of four. One of the problems in this area is that history has in the past been a discipline with more appeal for men than for women. Certainly we have tried to get qualified women faculty members to join our department here at the University, but they usually choose to go elsewhere.

As I said, I wasn't exactly sure what I had to offer to your group as an ex-editor, and in fact you may want to denounce me at the end of this as being an intruder here amongst these prominent editors with whom I share the podium; but I was actuated last night to look back into all the issues for which I had responsibility as editor of the Georgia Historical Quarterly. I found that a good number of the articles were actually written by women, and frequently were about women. Usually the subject matter is Georgia-oriented, but it doesn't have to be. I estimate that in my seven years as editor of the magazine I published about 140 full-length articles, and sixteen of these articles were done by women authors. Not all the articles were written by professionally trained historians, and I would like to encourage all women authors, historians or not, to consider the Georgia Historical Quarterly as a potential source for publication. I can't speak for the present editor, but I suspect he feels roughly the same way I did when I was doing the magazine. You don't have to be an historian to write; all you must have is an idea, a way of looking at things, and some scholarly qualifications in so far as your essay

is concerned. If you have the talent and can get away with it, your effort can be in the form of an impressionistic study. I published several articles like that--in my last issue, in fact. (Maybe that is why I was so slow getting that issue out! I even included two poems, considered to be unbelievably exotic for an historical quarterly that had always been oriented toward the sometimes tedium of history.)

Of these sixteen articles by women there was only one repeat--a woman who got her Ph.D. from the University of Pennsylvania several years ago and is now teaching at Girton College in Cambridge. She is, of course, highly qualified and fascinated by the history of our state. With her 1974 article she won the E. Merton Coulter prize for the best article on Georgia history published that year. She has since taken this article and her dissertation and expanded them to book length. It is currently under serious consideration at a fine university press. In 1977 another woman writing on land grants to Georgia women in the Colonial period won the Coulter prize. It has been awarded only five times and two of the winners have been women, so I hope that that is encouraging. I also published two excellent review essays by women authors during my editorial term.

As I began to look last evening at who had been the authors of these articles, I wondered how many were professional women. I don't mean necessarily professional historians, several of them are in education. I made a breakdown of the sixteen articles plus the two essays. Of the eighteen, ten appeared to me to be professional. In any case they have professional standing or faculty status at the school they represent. Four of these women authors were amateur writers--amateur historians, really. One of the best articles I published during my seven-year stint, at least in my estimation, was done by a woman, an amateur writer from Edison, Georgia. (Do you know where that is? Right near Cuthbert, Georgia -- if you know where that is.) It was quite an extraordinary article by a white woman about a black family, the Henderson family, which has been important in that particular section of the state as well as accomplishing significant things on the national musical scene. In any event, several of these published authors were what I call amateurs, and four I would classify as being professional writers. Women like Elizabeth Stephenson in Atlanta, who has a book on Henry James, the biography Lafcadio Hearn, and what not; Sally Fitzgerald, who appeared most recently in the Winter Quarterly and who wrote the book The Habit of Being, (the letters of Flannery O'Conner) and is currently doing a biography of O'Conner; Janet Stegeman from here in Athens, who has done more than simply dabble in history; and Susan Myrick from Macon who was a real professional--an author and journalist who had some extraordinary experiences as the Southern consultant to Hollywood when Gone With the Wind was being made. (She was there to make sure that they didn't plant cotton during Christmas time.)

I shall skip over some of the other material I pieced together and simply round out a couple of final comments. My advice to you as potential authors is to look to the history of our state, and there are many sources and many kinds of history--architectural history, family history, social or sports history, the history of a neighborhood or even of a block. This is all grist for the mill as far as editors are concerned. I was talking with Dean Flowers from Georgia Southern before the last session. She is in psychology, not history, but is researching a topic concerning a little community called Tiger Ridge in Effingham County, a place I've never heard about. It was apparently a

Salzburger settlement and back in the 1850s had forty-five people. (The town now has fifty-nine people.) Many of the families there have intermarried and spread throughout the state, but many of their names are now disguised because they've been anglicized. It has the earmarks of a fascinating little study and I think would be most appropriately published in a state or local historical journal. So look to our own history; we have a very rich one here in Georgia. And when I say history, I mean history in all its aspects.

I also would like to caution you to write carefully and to note clearly the sources that you are utilizing. Perhaps a letter of inquiry to the editor of a journal you're considering, to see if he's remotely interested in your topic, will save you some anxiety. I would like to say that impressionistic studies are okay, too. I commissioned some work in the Georgia Historical Quarterly on literary criticism, especially an assessment by Calder Willingham of Erskine Caldwell. This kind of item has been well accepted, even if it isn't a traditional article oriented toward history.

That's about the extent of what I have to say today to possible authors. Now for my advice to you as a potential editor. If any of you are approached to be an editor of a journal by your college or school or colleagues, my advice is very simple: don't do it! Unless you have received assurances that editing will help you as far as your career is concerned in such areas as promotion, tenure, salary -- and, believe me, I speak from bitter experience here -- the rewards probably aren't worth the effort involved. All of these considerations must be borne in mind. I unfortunately didn't have enough sense to have any of them in mind when I accepted the post as editor of Georgia Historical Quarterly. I went and told my dean that I'd been asked to edit the state's historical journal. He said, "Oh, I think it's great that you want to be editor," but he said that I shouldn't think for one minute that I would get any scholarly credit as a result of editing. He told me this flatly, and I said okay, and went on and took the post anyway. As a result I am still an associate professor. And I quit editing as of 1980 in an effort to jump that final promotional hurdle. So be careful of what you're getting into. Make sure that what you do will count toward your career instead of just being an offshoot or a diversion. You might also get assurances from your administrators that you have adequate support in so far as your office space is concerned. In fact, just demand a decent office. I had a wretched, miserable cubbyhole. Demand too that you get part-time or perhaps even full time (depending on the nature of the magazine) secretarial help. Secretarial help will make all the difference in the world. Also make sure you have your postal bills paid out of someone's budget; get office supply help; and so on and so forth.

One final word. Be careful what you do. Get involved with editing only if you've got nerves of steel, adequate time, and the kind of professional help you need. But in your writing get involved with Georgia -- its history and its traditions. You will not be sorry you did.

EDITING ETHICS AND STRATEGIES

Stephen W. White
Associate Professor, Philosophy and Humanities
East Tennessee State University
Editor, National Forum: The Phi Kappa Phi Journal

Editors have many opportunities to perceive the complex processes involved in transforming an author's unpublished manuscript--sometimes rough, rarely well polished--into a printed product: a magazine or journal article, a book, a poem, a review, etc. Since there are many forces which influence editorial decisions, editors are likely to have an informed perspective on the kinds of considerations involved in deciding whether or not an article is worthy of publication. I would not want to claim that editors are always the best judges of what ought to be published, but they are at least in a position to report on how decisions are made.

As the editor of National Forum: The Phi Kappa Phi Journal, a national association publication which goes to 90,000 individuals in the United States and abroad, I have had the opportunity to observe the publication process enough to make some generalizations about publishing which would apply to many journals. However, since all publications have unique features--publication plans, histories, editorial policies, editorial boards, editors, and publishers--an author would do well to adapt any general strategies for publication we suggest to particular publications.

Since the subtitle of this conference, is "Techniques for Moving Up in Higher Education," I assume that publication is perceived as one way to move up the career ladder in higher education. However, to report that perception is not to resolve the further question: What counts, or ought to count, as a legitimate publication for personnel-evaluation purposes? To ask that question is to invite endless speculation. So I will restrict my remarks to what I believe are important principles governing the total screening process for determining what gets published. Since the "screening process" which determines what gets published extends beyond what an editor or editorial board decides, prospective authors would be well advised to attend to the things which constitute the screening process.

Publishing as an activity should be quite simple. With over 50,000 periodicals published in this country today--some weeklies, some biweeklies, some monthlies, some quarterlies, and so on--the periodical is a voracious consumer of the printed word. Moreover, with over 40,000 books being published annually, book publishers consume a lot of creative output as well. Editors are constantly searching for copy -- good copy. And editors of opinion journals or literary journals or journals of commentary look for people who write (and write well, I should add) -- people who have a clear or concise or creative style that catches the eye, a style that zings along instead of "galumphing" awkwardly. So getting one's work into print should be easy. The problem is many people think it isn't easy to get their work published. Why? This is perhaps because they have not learned all of the strategies or techniques for publication.

To ask the question "What techniques will help me insure that my manuscript or article is published?" is to ask a question about "editing ethics," I believe. For it is to ask, "What principles govern the process of manuscript selection?" It may be a factual question about the editing ethics of particular editors, but the question does have an ethical dimension. Since there are no books on "editing ethics" which an editor might consult in order to guide his/her editorial decision making in paths conducive to maximal fairness, many of the editorial principles which govern particular journals are probably ad hoc, ambiguous, unstable, and sometimes inconsistent.

Although there are no card catalogs or computer data bases with bibliographic citations on the topic of editing ethics, obviously a lot of questions in the editorial area have ethical dimensions. There are questions about libel, censorship, public harm, fairness, first amendment rights (who should hold them, authors or editors, and how far do they extend?), prior restraint, obligatory disclosure of sources, source verification, etc. We have seen examples of ethical and legal clashes in the editorial area--clashes between magazines like The Progressive and the government over whether First Amendment rights of publishers include the right to publish plans for making small-yield thermonuclear weapons. We have also seen critics like Peter Steinfels express their dismay over the fact that comtemporary neoconservatives are "determining the agenda of public issues and establishing the framework of public debate." Steinfels's book The Neoconservatives is a telling analysis of the way political biases can be insinuated into the print media. It is an ethical critique of some of the processes through which these biases have gained a foothold.

If we accept the view that many editorial decisions have an ethical dimension to them, the question might naturally arise, "what ethical principles influence the selection process which might prevent the articles of particular people from being published?" First, I should note that there is a growing body of research (see Jonathan R. Cole, "Women in Science," The American Scientist, Vol. 69, No. 4) which indicates that the same strategies for achieving upward mobility in the business world govern the world of publishing. (See also Rosabeth Moss Kanter, "The Quality of Work Life in Academia," National Forum, Fall 1980, for an account of these strategies as they apply to the academic workplace). If establishing business networks, finding mentors, clarifying career paths, crossing over into different career paths, etc., are all successful strategies for moving up in higher education, then becoming part of a research network, finding mentors who are senior scholars or editors, and seeking new opportunities in publication are successful methods for becoming a widely published author. So my first observation about the forces which influence publication is that they are, at one level or another, like the forces which influence success in other areas. If one is part of a research network dealing with a well-entrenched paradigm for valid research in an area, the likelihood of getting one's work published is increased dramatically, and the research literature on publication outcomes confirms this.

Observation Two: There never has been and there probably never will be a set of affirmative action guidelines for editors who must select members of editorial boards. So when you are looking at an editorial board, one of the first things you want to do is learn how to look at that journal board editorially and politically. Are women represented? In what ratios are minorities represented? To what extent ought women and minorities be

represented? For just as political outcomes are likely to be fairer when qualified persons from all groups have a hand in decision making, so editorial outcomes will be helped by participation of qualified women and minorities. Sometimes a suggestion, diplomatically worded, to publishers and editors that they consider appointing more women and minorities to editorial boards is appropriate.

Observation Three: There never has been and there probably never will be a set of affirmative action guidelines for editors who must frequently research topics, solicit and review articles, and edit material on a variety of deeper levels. In the solicitation process, editors must decide whom they are going to invite to write articles (of course, many articles are unsolicited, so the identification of particular contributors--for commercial and academic journals alike--is not always left to an editor). Decisions about whom to invite to write articles can be made consciously or unconsciously. Particular individuals can influence the balance of contributors to a periodical either by contributing themselves or suggesting a contributor with expertise to address the kinds of issues with which particular periodicals or magazines deal.

Observation Four: The identification of a journal's agenda is frequently left to chance. So there is often no obligation for an editor to raise questions much on the public's mind--like the role of women in politics or in the professions or in sports or in literature. (I am pleased to report that in the last issue of National Forum: Phi Kappa Phi Journal published, twenty-three out of twenty-six articles were written by women. It just happened that this was an issue on "Women in the Professions". I should also note that the topic for this issue was suggested to our staff by a woman who is active as the president of one of our local chapters of Phi Kappa Phi.) If a researcher has a particular interest, the researcher should suggest to an editor that he or she consider putting this issue on the editorial agenda. Editors cannot operate in an informational vacuum, so the more inputs they have from a variety of channels, the better editorial products they will likely produce.

Observation Five: Editors, editorial boards, and boards of directors of most publications and national associations are predominatly male; that is no secret. Any strategy for moving ahead in the publication field for women (or men for that matter) must include an attempt to gain admission to those positions which influence the editorial policies of a journal.

Observation Six: No voluntary association or commercial venture with a publication can be enjoined to insure equality of treatment for any group--except in a very legalistic sense. If participation in a group is voluntary, perhaps the only way of finally changing the group's direction or policies is by becoming a part of the group one's self.

Observation Seven: Women should know by now that editors are under no moral obligation to edit sexist language out of an article. Most copy (except poetry perhaps) can be edited to eliminate the exclusive use of masculine pronouns to refer to men and women. It is, therefore, worth the effort, if you think it will affect an editor's perceptions of women, to kindly call attention to passages in published essays which might be rewritten to delete sexist uses of language. Some editors think it is faddish to use "he or she" when "he" has served us so well to refer to male and female alike in a non-gender-specific manner. I do not share this perception. But I am also sorry to report that

many editors with major publishers do not share my views. (Incidentally many women do not share this view either.)

Observation Eight: I would like to suggest that any strategy for getting more of one's own work into print (especially if one is a member of a group whose contributions to scholarship have been systematically ignored or not taken seriously) will have to occur in a larger context. Just as editorial policies cannot be shaped to assure the publication of work by particular people, so publication strategies should not be tailored to individuals. In order to assure that more work by women or by minorities is published, I believe that one must address the problems of women in general in our society. An individual, case-by-case approach (a microsociological approach) to group problems (macrosociological problems) will not resolve the bigger problems. (See, for example, Edward Laham, Political Society: A Macrosociology of Politics [New York: Columbia University Press, 1977]). What must be changed is the structure of the publishing industry, the structure of academic journals, the structure of quasi-professional and commercial publications. But there are things one might do as an individual. First, one might offer to review a paper for an editor. Secondly, one might try to help mold an editorial agenda by suggesting topics which might be put on an editor's agenda for the future. Third, one might suggest contributors to an editor. Fourth, one might suggest that an editor balance an editorial board with representatives from all groups--women and minorities, historians, professionals in music and literature, etc. Fifth, one might do an inventory of the kinds of things which appear in a journal and consider whether one does the kinds of things which match the journal's needs. Sixth, it is always important to know something about the history of a periodical before attempting to publish there. The reason is quite obvious. If a journal has just published a series of articles on the decline of American cities, it would not be appropriate to send the editor of that journal another article on the same topic. Knowing a journal thoroughly will prevent one from submitting articles which are too long, too heavily footnoted, too narrow, too closely tied to a particular research format, etc. Knowing a journal thoroughly will allow one to see what kind of editorial niche that journal is designed to fill, and understanding this will guide one in selecting content of that particular journal. Finally, I might recommend a couple of books which would be helpful to the author who is just beginning to publish: How To Get Happily Published by Nancy Evans and Judith Applebaum and The Careful Writer by Donald Hall. Both offer a variety of practical suggestions to the beginning writer.

All too often one is intimidated by the publication process. Anything one might do to better understand that process is, therefore, worthwhile. For example, the technology of the printing industry is changing immensely. A visit to a modern, commerical printer might be helpful. A visit to an editorial office would likewise help remove the aura from the publication world. Learning to work with text-editing equipment might be an asset to the person who really plans to write a lot (Alvin Toffler claims that he wrote most of his recent book The Third Wave on a word processor). Talking with editors and publishers would be helpful to the aspiring author. Visiting the editorial offices of large metropolitan newspapers might help one understand how publication decisions are made there. Papers like the St. Petersburg Times have attempted to make special provisions for academics to help them understand the print media.

Most of my remarks have been geared to people who plan to write for the kind of journal National Forum is. I hope that individuals will be able to generalize these remarks beyond that context. A strategy for moving up in higher education must include more than a strategy for publication, but certainly a necessary condition for academics to move up the career ladders in higher education has been through publishing widely. Perhaps the comments made here will be of help to those who want to advance their careers. If so, my time will have been well spent.

The Art of the Informed Essay

Stanley W. Lindberg
Professor of the Humanities
University of Georgia
Editor, The Georgia Review

As I listened to the talks that preceded mine, I couldn't help thinking how much publishing in the humanities is like mating elephants: It's done at a very high level, of course, and it's accompanied by a lot of uproar. Then it takes about two years to see any results, and sometimes your deans and department heads feel that that's too long. If such is your case, The Georgia Review may well not be the best place for you to send your work. We have a sizable backlog of work awaiting publication, and you would probably have to wait through an evaluation period of six to eight weeks before your work would be added to that list (assuming we decided to publish it). Then, after another eight to ten months, you could see the results. Still, for many scholarly journals the waiting period is much, much longer.

Before going further, let me tell you a little about The Georgia Review. We are a national journal of arts and letters, having been published as a quarterly by the University of Georgia since 1947. Being connected with the University gives a would-be contributor no advantage; we are in no way an in-house publication. Contributors come from all over the United States and many foreign countries, and they include Nobel laureates, Pulitzer Prize-winners, National Book Award-winners, etc. -- blended with the as-yet -- unkown and even with people who are previously unpublished. We publish essays, poetry, fiction, graphics, interviews, and book reviews, aiming for the general educated reader who is interested in exploring things that cross disciplinary lines. And we're always looking for good writing that's inviting, accessible, provocative.

Unlike many scholarly journals, we are looking not for articles but for essays. We expect them to be informed with scholarship, but we prefer not to have the scholarly apparatus weigh down what should be a thesis-oriented essay -- i.e., a paper with a clear governing direction. Perhaps the distinction can be made more clearly with an example, a paper that arrived in our office not long ago from a young woman faculty member at a university in another state. It was twenty-five pages of text--plus almost twenty pages of notes!--entitled "Yeats, the Mask, and the Poetry of Old Age." It broke down roughly to about eight pages on the poet Yeats, eight pages on the Mask, and eight pages on the poetry of old age. It had no thesis, no real reason for its existence, other than that this woman had done a lot of work and compiled some pretty interesting data on each of her three related subjects. It had everything necessary to make it an acceptable scholarly article (except perhaps a colon in the title; that's usually worth a few extra points), but it failed as an essay, and we turned it down. Her scholarship had simply not been applied toward a clear goal. Yet buried within the last eight pages she had some valuable insights on the poetry of old age--a fascinating subject. As I reported to the author, if she were to write an essay on that subject, looking at what happened to the poetry of several key poets (including Yeats as one example), we would be most interested. (Unfortunately, the essay hasn't yet

come to us; perhaps the author discovered that a scholarly article--even with problems--is worth more toward acquiring tenure in some schools than the type of essay we were inviting.)

It is a regrettable fact that our graduate schools are not, for the most part, preparing people to communicate with nonspecialists; they're training specialists to communicate almost exclusively with other specialists, and the art of the informed essay is one of the casualties. But even in most scholarly writing you ought to have a thesis, and--since it's so seldom taught--perhaps the following teaching experience is worth sharing.

Some years ago, I assigned a freshman composition class the task of writing a two-page paper on a single controversial subject to be selected by the class. They chose to write on abortion. After they submitted their papers, I requested one-sentence summaries of what they had written. Nearly every paper read something like "I discussed some of the legal aspects of abortion," or "I explored some of the moral implications of abortion," or "I looked at..." I copied these statements on the blackboard, and (after first introducing them to such matters as parts of speech and functions of sentence parts) we eventually got to the point where everything crystalized. Suddenly they realized that what had supposedly been their subject had become the object of a preposition and, almost as damaging, had been replaced as subject by the first-person pronoun (a common problem in much writing today). So we crossed off the first parts of their sentences and wrote, "Abortion is _____," leaving the rest for them to complete. For some that resulted in statements like "Abortion is the greatest thing since canned beer," while for others it led to "Abortion is genocide," but in either case they now had a thesis. They had moved from a subject to a thesis, which is something that doesn't happen often enough in many papers or happens only in the final paragraph when the writer realizes that he or she has to do something to tie up the writing.

I hope I didn't make that sound too easy; good writing involves many other factors, of course, and even after the paper looks finished, you're not really through with your work. There is nothing automatic about getting your work published. At The Georgia Review, for example, we can accept on the average only one of each 300-400 poems we evaluate; one of each 250 short stories; and one of each 75 essays; etc. But--and I think we're representative of a number of journals in this respect--the amount of work by women writers in The Georgia Review has increased dramatically in recent years, including contributions by such well-known writers as Eudora Welty, Pauline Frederick, Joyce Carol Oates, Maxine Kumin, Linda Pastan, and Sally Fitzgerald (who obtained for us some previously unpublished letters between Flannery O'Connor and Caroline Gordon). And we've published as well a number of women who were appearing in print for the first time.

You already know that publishing is still a male-dominated area, but you should realize that many of us are actively searching for good women writers; we're trying to achieve a better balance in coverage; we're trying to avoid sexism in language as printed in our publications. If you wish to get your work published, there are a few simple steps you can take to increase the odds in your favor. First of all, as I have argued, give your paper a thesis, a governing direction. Then revise until your writing is as clear and tight as possible. Double-check all quotations and documentation. Use your dictionary to check spelling. Make sure your typed copy is clean and neat. (All of these

points may seem obvious, but all of them--I can assure you--are violated by scholars all too frequently, and sometimes it costs them an acceptance.)

Then--before you submit your manuscript to any magazine or journal--study your potential market. Learn which journals have the best reputations in your field; study them to see if they have demonstrated any prior interest in your subject or method. If you've written a Redbook type of story, you would obviously be wasting your time to send it to Playboy. The same holds true for scholarly work. Just because our title is The Georgia Review doesn't mean that we'll publish your explication of a Flannery O'Conner story; even a brief look at several issues would convince you to send your explication elsewhere and improve your changes for acceptance. And please follow the journal's announced procedures: if they ask for a summary, enclose one; if they ask for two copies, don't forget to accommodate that request; if they indicate that your name should not appear on the manuscript itself, respect that instruction; and always enclose a self-addressed stamped envelope for the return of your work (its absence has been known to cause some editors to throw a manuscript away unread).

Writng may be a lonely task, but it's silly for you to feel that it has to be just you against the world. Most eminent scholars seek critical comments from colleagues before sending their work out to journals. There's no need for you to work in a vacuum. If you don't want to show your work to someone in your own department, find someone else. But you have to be willing to listen to constructive criticism, whether from such a friendly reader or from an editor. And you have to be patient. Keep trying other journals if your work isn't accepted right away. There are a lot of magazines and journals out there (sometimes I wonder if we don't have more publications than readers), and if you presevere, you will eventually connect with the right one. Good Luck.

HOW TO GET MOVING IN THE PUBLICATION GAME

S. Lee Galda
Assistant Professor, Language Education
University of Georgia

When I agreed to speak today I said that the only thing I could talk about was how one new professor got going, how I got moving in the publication game once I came to the University of Georgia. Whether or not my tactics work is still undecided. They seem to be effective now, but we need to reflect in five years to find out just how well they do work.

This request to speak made me think about what I do and about some of the more successful decisions that I've made. To begin to answer those questions I had to go back to my doctoral work. Something that you can tell your students or your colleagues who are doing doctoral work is to choose good advisors. I didn't realize when I was a student how important advisors would be after your student days are over. For example, two of the three chapters of books I have done came to me through recommendations by one of my former advisors. Of course you have to be a good student as well; but having good advisors really does make a difference. They get you on committees, they promote your name because you are good and therefore a credit to them.

A second thing that I found very important is to finish your dissertation before you start work or, at the very least, shortly thereafter. Too many people who start work with unfinished dissertations find that the time slides away and the dissertation never gets finished. If you don't finish the dissertation you don't stay in the academic world. Once the dissertation is complete it's time to do at least two things: write a publishable article based on your dissertation, and begin other research projects.

You should try to write an article based on your dissertation; you have, after all, invested a lot of time and effort. Further, if you were involved in other research, outside of your dissertation, as a doctoral student, you can look back and see if you collected any data which you could look at again, in a different or more thorough way, and write that up as an article.

It's also important that you don't sit back and relax and take a long break after having handed in your dissertation, even though you really deserve to take a breather after handing in a dissertation! You have to go out and start another research project immediately. It's important that you don't get out of the "research habit." It's easy to sit in your office and read, talk to students and colleagues, and teach classes. It's hard, for example, to get in the car and drive out to a school and spend a lot of time on the floor with little kids, and then transcribe tapes and video tapes. It's hard to go to the library and spend hours searching and reading. It's much easier to say that you'll do it next quarter because you're so busy this quarter. But you're never too busy, especially when you're beginning your career.

A good source of ideas for non-research articles is your teaching. If you come up with a good way of teaching the courses you're teaching, write that up. There are many journals that want articles on good teaching strategies. When I was beginning my job I was desperate to come up with an exciting and

different way of presenting my material. We all want that when we start something new. It seems that the first year or so you're really trying so hard that you probably do come up with a lot of interesting, creative ways of doing what you're doing. So write them up and disseminate them.

Now with at least two articles written -- one from your dissertation and one from your creative teaching -- you need to know what to do with them. Choosing the right journal is both important and difficult. There are so many journals out there that you can waste years sending a very good article to the wrong places. There are major journals in your specific field that you need to identify. National and international journals should come at the top of your list. You need to identify those journals in your field and know what kinds of research they're interested in publishing, now that we have so many different paradigms for research. For example, some journals take only experimental or quasi-experimental while others will take ethnographic or descriptive research. You need to know that so you don't waste your time or the time of the people who are reviewing for the journal.

You also should identify major journals in related fields. For example, don't just stick to research in the teaching of English, but look in the areas of reading and linguistics. You also need to identify reputable journals that publish articles on teaching rather than straight research. Again, you have to read to see what kinds of articles they're interested in. In other words, look for specific markets for what you're writing. You also should identify state and regional journals in your field because that's a good way to get your ideas disseminated and to find out who else in your area is doing what you're doing. After you've identified journals in each of the above categories, you have to read in them, you have to get to know them. If you send a paper to an inappropriate journal, it may sit at that journal for three or four months before being rejected, when it could have been out to another journal which might have accepted it.

One way to keep all that information accessible, so that you don't have to go running off to the library or to a colleague's bookshelf to look at a journal when you've got an article you're thinking about sending out, is to spend some time in the library and bring a lot of nickels and Xerox the contributors' pages in the journals that you have identified as potential markets for your writing. On that page they tell how many copies, where to send, and what style manual you need to use. Then you can also make notes about what kinds of things that journal publishes. Then keep a file, perhaps labeled Publication/Specifications, with all the contributors' pages in there in alphabetical order. Additionally, some journals have special topics/issues and if you know special topics are coming up see if you can fit some of your interests into the journal's interest. Also, talk to your colleagues and find out which journals have a long turnaround time. When you're beginning your career you cannot afford to wait six months and get rejected. Save the slow journals until you can afford the time.

Another effective tactic is to present a lot of papers at your organizations' national meetings because people will then get to know your name and your work. Then, for example, if someone is putting a book of readings together they may remember you and your work and ask you to contribute. You have to get your name and your face out there so that people know who you are and what you're interested in.

You can also write to journal editors and tell them that you'd like to review books for their journal. Some will say no, but some may say yes. You can also send in unsolicited book reviews; a lot of journals will accept them. You need to check to see which ones will. Another thing you can do is write to other people requesting papers. Whether or not you attend a national conference, you can look in the directory and see who's talking about what. You write to people who are talking about things in your area of interest, but don't just ask them for their papers. Tell them that you are interested in their papers and that they might be interested in work that you're doing. You are exchanging ideas and, again, this also might lead to a publication opportunity. They may be putting together a monograph or somebody may ask them to do something that they can't do, and they'll remember you.

Another thing that you can and should do is to get together and talk with colleagues on a regular basis. Present papers or ideas and critique them. It's easier to have somebody say "That makes no sense" or "That's an erroneous conclusion" if you're in a group of friends and colleagues than if you're standing up in front of a group of people at a national meeting. Work within your own departments, your colleges, your own universities. You get to know people, you get to know who's interested in what you're interested in, and it's good practice.

I guess those are all of the tips from a newcomer that I can think of. Probably the most important thing is talking to other people, to other scholars in your field and in other fields. If you spend all of your time in your office with the door closed, your ideas dry up. You really need to interact with people, not just women (although I think it's very important that we do that), but lots of people. Talk to anyone you can about research, about research interests, about teaching, about interesting articles, about theories. This helps you to generate ideas. Those are the things that so far have been working for me, and in five years we'll see how well they worked.

PROFESSIONAL WRITING IN EDUCATION

Judith Preissle Goetz
Assistant Professor of Social Science Education
University of Georgia

When Pat Dwinell called and asked me to do this, she didn't tell me initially that it was going to be my responsibility to share my experiences about the actual writing process, the period after you have your ideas and before you're dealing with the reviewers. Pat didn't know how appropriate that is because I believe I have one of the most serious writer's blocks in the college of education. Nothing that I can think of, even the extensive dental work that I've had done, is as painful to me as producing the first draft of a manuscript. It is agony! I feel like I am sweating blood while I'm doing it. How do I get it done? What I want to do is share with you what has worked for me that can be adapted to your writing in a multitude of ways -- depending upon your own style and your own successes in writing.

It seems to me that I write well when I provide myself with six resources:

1. When I give myself time.
2. When I give myself an appropriate place.
3. When I have the right tools.
4. When I've done the right planning.
5. When I give myself the right rewards.
6. When I allow for revisions.

When any of those six resources are slighted, I don't write effectively and I don't write efficiently. I want to talk about each of those. I'll tell you how I use them. As I do, I would like you to think about your successful writing experiences. Think about the times when you've been able to write effectively and efficiently. What kind of time did you allow yourself, and what were the circumstances that promoted your success? I have to give myself time to write. That sounds very easy to do, but I've found that, rising through the public school route to higher education, everything had more priority than writing. It seems selfish to say, "No, I'm writing this afternoon; I can't talk to you until tomorrow." Many of you are in a situation where you are assigned one-third time to write. Even if you aren't, you are expected to write. That's part of your job. If you don't write, you know you are not going to succeed. That is as esential to your success personally and to the success that you bring your department and institution as is your teaching. I don't advocate slighting students. What I do say is give your students Monday, and you take Tuesday. Block out a time to write. What I do is try to arrange my schedule so that certain time periods during the week are for writing, and I brook no interruptions -- barring those from my boss or those that are some kind of catastrophy. The kind of time period that you choose and how often it occurs is going to vary. We all write comfortably in different time segments. When I first came to the university, a professor I respect said to write an hour a day. That's a wonderful idea, except that it doesn't work for me. It takes me an hour just to get organized. I have to have longer chunks of time. Actually it doesn't work for him either, but he thinks it is good advice. But if it works for you, do it. What's important

is that you write regularly, even if it's in a chunk of five days a month. Let that time be sacred.

The other time period that I have to have is a deadline. The hardest deadlines are the self-imposed deadlines. You say, "I'm going to write this, and I'm going to send it unsolicited to 'X' refereed journal." That doesn't work too well for me so I have a number of less ambitious strategies. First, I never conceive of writing something without sending an abstract immediately to whatever relevant professional meeting is scheduled next. That means that the writing has got to be done, assuming it is accepted, by February, or it's got to be done in some form by June. Even though convention papers are not typically expected to be as polished as journal papers, still by that time you're going to have a draft. You have got something with which to work. Another thing that helps me in setting deadlines is following Lee's suggestion: taking opportunities for solicited papers because, again, there's an editor somewhere waiting for it. And, finally, the other thing that helps me is to coauthor. My current co-author is in Texas. When she says that she needs a paper in two weeks, there's no hedging; she's got to get it. I've got to allow time for it to get mailed and so on. Even when my co-author is on campus, there's an obligation that gives me more push than I have when I say, "Well, I'm going to finish this by December and send it to whoever."

The second thing that I have to have is a place to write. Maybe you're comfortable writing in your office; maybe you're comfortable writing in the library; maybe you're comfortable writing at home. Maybe you've got a secret hideaway. Wherever you write comfortably, that should be where your tools are. Sometimes you can't write in the place most comfortable for you. My co-author took a job a year ago as an educational administrator, so she does not have the flexibility of time and place for writing that academics have. She had to restructure her writing patterns, think through how she could arrange her office so that it would be like her comfortable writing place at home. Sometimes you have to make those adaptations. But if you do have a comfortable place to write, a place that's more desirable than others, and if you have access to it, be sure you're there when you write.

The third thing I have to have is tools. I think of my tools in two categories. One group of tools I've collected in my planning: the notes and outlines, the substantive references, and so on. I'll talk more about those under planning. The other group consists of writing references, copy editing and style guide tools. Lots of people in education write from the Publication Manual of the American Psychological Association. If I don't have the APA manual right there, I might as well not begin. I end up sitting and thinking, "Well, is it this way or that way?" Whatever style guide you're using, whether it's APA, MLA, or Turabian, make sure you've got it there when you write. The other reference that I can't write without is that lovely little volume that all of the language professors yell at us to read, Strunk and White's Elements of Style. It's eighty pages long, and it tells you when to use "which" and when to use "that," and it's loaded with other things. Again, you're not sitting there puzzled if it's right in front of you. The third tool that I find useful is the University of Chicago's A Manual of Style, which does the same thing that Strunk and White does, only more of it. When I fly out to Texas to write with my friend who doesn't believe in structured style guides, I lug those with me.

The last two things I use I have given my co-author as gifts because they are too heavy to lug. I must have a thesaurus and an unabridged dictionary, one of the big ones. You will be amazed at how much easier your editing is when you've got a dictionary that tells you what to hyphenate and what not to hyphenate. If you write with these things, it will save you time, to say nothing of the embarrassment of getting your material back thoroughly red-penciled from the copy editor of a journal.

The fourth thing that I need is adequate planning. I'm going to tell you how I plan, but I don't think that you should say, "Well, this works for her, so it must work for me." Again, go back to your own successful writing experiences. What kind of planning worked for you? I expect that some of you are able to plan and rehearse everything in your heads. If that works well, stick to it. That doesn't work for me. When I'm getting ready to write I do that mental rehearsing for at least three weeks beforehand; and I do it everywhere. I do it in the car, or shopping. But I don't remember the ideas. I don't have that nice recall. So I carry a notebook with me and jot down the ideas so that when I'm ready to write I have a record of my rehearsals. I have data, if I'm writing an empirical paper; I have notes, if I'm writing a review paper; but I've also got all these odds and ends of ideas which I then try to collapse and put in order. From there I go to a one-page outline; that's what works for me. It gives me a way to start.

All right, so you're ready to begin. You've got some time. You've got a place. You've got everything you need. You sit down, and you think, "I can't. Oh, I don't know. Well, let's see, I think I'll get another cup of coffee and see if the dog needs to go out." If you're in your office and somebody comes by, you think, "Oh, well, just this once I'll take care of it." Those are the problems I have when beginning to write; maybe you have those problems, too. The solution that works for me is to give myself rewards, both short-term and immediate, and I claim them according to how difficult it is for me to begin.

There have been papers that were so difficult for me to write that I had to reward myself after each paragraph. After each paragraph I got to go run for five minutes, for example. I happen to work comfortably at home, and my best rewards are getting to go make the beds or getting to go wash the dishes. I'm a very compulsive person, and it really annoys me to sit down when my house is upset. So I write a paragraph, and then I get to go tidy something. Two years ago my husband was astounded when I took our stove apart, cleaned it, and put it back together while writing a paper in the same five-day period. My reward was cleaning the stove. There've been other papers when I haven't needed paragraph-by-paragraph rewards. Sometimes I can operate page by page, and there have been one or two papers when I got by with rewards section by section. But that's what I do to get myself to finish -- to get myself through that agonizing first draft because for me that's the most difficult task. What I write, I never review; I just write. Some of it ends up being very close to stream of consciousness. Despite my talk about having all those tools, I really put them aside. They're like my security blanket at this point; they're there, but I know I'm not going to use them. If I do use them, I'll end up thinking, "Well, is it this word or that word?" I'll lose my momentum. If I can't think of an appropriate word, I use a blank. I use anything to get that first draft. Sometimes I even set a time limit. I will do it in twenty minutes, and then I'm going to fold the towels, and I won't have to do it for five minutes.

One last thought on rewards: unless you can look in the mirror and say honestly, "I need to gain ten pounds," don't reward yourself with food. That leads somewhere you don't want to be; I know because I've tried it. The combination of planning and rewards I've outlined works well for me. Recently I read another suggestion -- attributed by Gabriel Garcia Marquez to Ernest Hemingway -- that fits well here. Hemingway advised that we stop in the midst of a draft only when we know how to continue later. This guarantees that momentum is maintained.

The opportunity for revision is a necessity. I expect that Peggy (Mary Wood) is going to tell you that one of the things she's noticed (because I think all of us who referee and review notice it) is the potentially good qualities of manuscripts that are obviously not copy edited and not reviewed by anybody except the author. I feel that my biggest investment is revision. It just happens that revision is easy for me. Once I've got a first draft, further writing is all play, and I like it. But I know that there are people who have the opposite problem. They have no trouble putting that first draft together, but they cannot maintain the interest to work with it further. Well, switch the reward system. Reward yourself for the revision process.

When I revise, I need to be sure first that I've said everything that I intended to say. This means going back and matching my manuscript against all my notes and outlines. The second thing that I want to know is whether I have adjusted the manuscript for its intended audience. This leads back to what Lee was mentioning. We write differently, depending upon whether we're writing for an audience of policy-makers, researchers, or practitioners. Even within the research audience we write differently depending upon who reads the journal for which a manuscript is intended. I write one way for an audience of psychologists and another way for an audience of anthropologists.

Finally, I need to revise because I've got to make certain that I've copy edited the manuscript as cleanly as I can. I think that another thing Peggy is going to tell you is that referees hate to turn down something that's cleanly copy edited, even if the research design is somewhat weak. If the manuscript is clean, you're reluctant to turn it down because it is so polished.

Personally, I revise through six drafts. That's what I have to do to suit myself. Now, it's not as bad as it sounds. The first draft is the original; it's the mess. The second is the major redraft where I go back and match the mess with all those things I said I was going to say when I was just thinking about it -- plug in the holes. With a really complex article, I'll even make an outline of that initial mess to find out where my holes are, where I've made poor transitions, and to get an idea of where it goes from start to finish. At that point I see the redrafting I'm doing as two kinds of revisions: I'm revising for substance, and I'm revising for style. That's the first point at which I start pulling in the APA guidelines, Strunk and White, the dictionaries, and so on. That's my first attempt at copy editing. So I'm really doing those two things at once. Then I set it aside for at least a week, longer if I can manage it.

I go back to it after two weeks with the intent of copy editing, seeking out my own peculiar stylistic errors. I always spell "pertinent" as "pertinant." I'm sure you have some of those foibles, too. Once you stand away from a manuscript, it is easier to see the awkward sentences yourself. The sentences

with floating references become apparent. They aren't evident in the midst of the writing; but give me a week away from the work and I can find most of the problems.

When my first stint at copy editing is concluded I do something Lee has alluded to. I send my manuscripts to my friendly reviewers. Anybody on campus who is the least bit interested in the topic gets a copy of the manuscript and a request to read it and give me feedback. If you send out ten requests and three are read and returned, you're lucky. Everybody else is as busy as you. But those three are invaluable. I've never regretted taking the time to do that, even though it may add six weeks to the completion time of the manuscript. I revise again substantively and stylistically on the basis of the feedback I receive. Usually there is a sixth revision, whether it be only copy editing or substantive change, once you get the manuscript from the referees.

MAKING AN IMPACT ON YOUR FIELD

Mary M. Wood
Professor and Acting Department Head
Program for Exceptional Children
University of Georgia

Let me summarize from a twenty-year perspective. Publishing is not just getting your article in a journal or publishing a book. That's not publishing as I see it. To me, the big picture is how you impact on your field. Impacting on your field means that you have some area of expertise and you are becoming a significant part of that field. Writing is just one vehicle for doing this.

I see this impacting as being at least five-dimensional. The first step to becoming an expert is having something to say. After being an editor and reviewer for so many years, I'm overwhelmed at the number of people with nothing to say who are trying to publish. The mechanics of writing, the style -- everything can be perfect, but if you don't have substance you've wasted your time. Also, to become an expert you must have an historical perspective on your area and see the place of your work in a broader progression of accomplishments. You have to know, surely, the major people in your field, what they have done in the past, and what they're doing now. You may be writing or working in a miniscule subarea of your field but you must see where your particular work fits into the big picture.

Doctoral students often are told, "Anything less than five years ago is out of date." That's simply not true. Some of the major serious work in my field was done in the '20s, and I have gone back again and again to read and reread these works. I may not cite these classic underpinnings in a short journal article; but if I'm trying to influence the trends and directions of my field, which I'm trying to do, I have to go back to these original works and read them over and over again. Don't take second- and third-hand interpretations. I never use a book of theories of research written by a second person about the original works of another author. I can't stress that enough. Read the original writings!

Don't hesitate to reach out for collaboration with colleagues. Today, no one can work in isolation. Writing and creating new knowledge is so complex that it requires multiple expertise. While it is true that you must do some solo work in order to be promoted through academe, promotion committees are looking at whether you've created a body of significant work. Whether or not you've done it in concert with other people is really not the issue.

Collaboration with colleagues doesn't always have to be done with journal articles. As a beginning, try to connect any way you can with others who are producing. If a colleague asks you to do a little free work with no authorship connected to it, do it. You may or may not receive a footnote in that particular publication. But it is a beginning. Also keep this in mind when you get to be a person who has published a lot. Reach out to those who are beginnning in the field and draw them in. This broadens the impact of the work in which you are involved. The more people working with you in your area, the more the ideas that you're committed to will be advanced. I think

Dr. Paul Torrance, on our campus, is one of the best examples of collaborative scholarship. He is a man who has devoted a lifetime to researching and publishing in the area of creativity. He could have published in any number of areas, but he focuses his efforts on this one area and he involves literally dozens of people in his scholarship efforts every year. He assists others and they assist him. The result is a lifelong record of productivity through commitment to an area, colleagueship, and sharing.

This brings me to the third point I want to make about impacting on your field. Don't be afraid to contact the big names in the field. I'm basically a very shy person, and I reluctantly learned this lesson from a graduate assistant. I'm very careful to put quotes around sections in my lecture notes so that when I'm quoting somebody I've got the source and the quote accurately noted. For years I had used a very fine definition of autonomy in my lectures on personality development. It's a beautiful definition, which I had attributed to Professor Erik Erikson -- a giant in the field. After using the definition in lectures for several years, I included it in a textbook I was writing. In the process of verifying each citation in the text I could not locate that definition by Erikson. I went through all of his published works. The page proofs were back, and we were ready to go to press and I still didn't have the reference source. The graduate student working with me said, "Why don't you call him?" I was astounded. It had never occurred to me. I said, "You think I should?" She said, "Sure!" I was desperate because they were pushing us on the book so I said, "Well, I'll make a deal with you. If you get him on the phone I'll talk to him." She tracked him down from Harvard to Chicago to California. He is now eighty-nine years old, retired, and living in California. Talking with him was an ultimate experience in my life. I learned so much. I got him on the phone and told him what the call was about. He said, "Well, read the definition." I read it and there was silence. So I read it again. He said, "Read it again." I read it a third time, and he said, "Well, that's what it is." I said, "That's autonomy?" He said, "Yes..., that's it," and I said, "Well, where did you say that?" He paused and then said, "I don't think I'd have written it like that." I was crushed. I said, "Is that not what you would say about autonomy?" He said, "Oh yes, that's autonomy." I said, "Well, can I quote you on it?" He said, "Of course!" And I said, "Well now, how am I going to reference it?" And he said, "Oh, use any of my references. I'd agree with that definition of autonomy. That's what it is." So there's now a quote from Erikson on autonomy in one of our books and that's the history behind it.

I learned a great deal from that very human exchange. Especially about people you think of as being big. After that I took heart and corresponded with Anna Freud (who is in her late eighties) at the University of London. She was very helpful and gave me the names of several people in this country who were collaborating with her. And so, I recommend it to you, too. Become associated with a group of scholars, thinkers and applied people who are really moving fields forward. That makes publication worth the effort.

Now, a fourth point. If you're going to be involved in collaboration, talk about your collaboration in detail ahead of time. Make your arrangements carefully and in detail. Discuss whether you're going to share authorship, cite your colleagues in footnotes, or acknowledge them in the introduction. That's a very good technique if you have consulted with important scholars in the field. Bring them in as consultants and acknowledge their work in the introduction to your book. If you're a new writer in the field, this gives a

substance, a kind of authority. You're connecting with what has gone on before.

When you are collaborating with other scholars in a joint writing effort, talk to them in detail about it. Do they want to write a section? Do they want to write a chapter? If they want to write a section, what part of it? Lay it all out and put it up front. Women sometimes hesitate to put things up front. I've noticed men do it more than we do. Now another thing you need to do after you have divided the work is talk about the editorial process that will follow. In other words, will your colleague give you a first draft, and then give you license to rewrite it? Talk about this ahead of time. Ask your colleague if he or she wants to see the revised manuscript and rework it again; you need to iron out all of these things.

If you're doing a book collaboratively and you have royalties involved; you also need to talk very carefully about the proportion of royalties ahead of time. A lot of my work has been done with teachers in the field, parents, college students, and handicapped people themselves. I like to involve a lot of people who actually are applying our ideas. I think the richness and vitality of the work that I do comes through people who are actually living it. Be sure to include them. They need recognition as creators of ideas, field testers, and authors. They also need to participate in the royalties. This way you build a whole field of people committed to your commitments.

The other group that I like to involve is college students. In my work with mentally ill children I use the creative arts as a therapeutic tool. The course I teach about this has some of the most creative students on campus. They produce immensely creative materials and then pilot test them in our field site. Some of these materials are so good they need to be used in the field. We now have a publisher who takes the best of the students' creative products every year for commercial publication. The students aren't making a lot, but they're being recognized as professionally productive people. I think that's an important side to impacting on your field.

I would like to mention the writing task from the editor's standpoint. Actually, it shouldn't be called "the writing task," but "the rewriting task." Too many manuscripts are submitted in a completely unacceptable form for editorial review. People seem to be careless about the technical construction of an article. I go through as many as ten drafts before I submit a work for review.

The most important thing about the construction of an article, as I see it, is the presentation of the punch line -- the message that you're trying to get across. Too many beginning writers bury the message in the paper instead of pulling it forward. Maybe that's because we tend to write as we think. Analyze your own thinking steps. We tend to say, "Here's the issue. Here are the steps I took in considering the issue. And here's the solution." That's a logical thought process, but that's not the way you ought to be writing. The reader isn't interested in wading through the material. Readers need to get the message up front. Then tell them how you got to the message. This seems to be the single most common error I find in looking at manuscripts -- the message isn't up front.

To conclude, let me mention a final point about impacting on the field. Impact occurs when your material is reprinted in other writers' collections.

Impact comes when people cite your work and build on it. Impact comes when people quote you. Impact also comes when people lift your material and put it in their books and then somewhere in a footnote in the introduction say that they appreciated the work you had done earlier. Then you open the book and there are your very words and sentences, embedded in another's publication. I've had that happen many times. The first time, it made me angry. We all have been carefully advised as graduate students not to plagerize. But no one ever prepared me for people who plagerize my material. I have had more interesting battles on plagerism than you could imagine. I had no idea that the world is full of writers stealing other writers' ideas. I finally came to the conclusion that this process falls under the topic of impact. Consider it a compliment -- an indication that you're impacting on your field -- when people blatantly use your material. Just include an item on your resume when your published material is copied by another. Consider it documentation of impact.

On the matter of plagerism in commercial publications, I've talked to publishers about it and they say there's very little you can do to stop it. So when plagerism occurs I generally use the colleague route and tell them how concerned I am. Word gets out.

Another kind of problem in this regard is international publishing. Be careful about international publishing rights when you sign a contract. Foreign translations and publications of your writings are difficult to trace. So you want to be careful in your contract with a U.S. publisher. Find out what kind of international publications, monitoring systems, or agreements they use.

Finally, if you have new and creative ideas, you may find someone who will come along and take them and use them and say that they have studied with you or that they are carrying forward your work. When you hear their interpretations you say, "This couldn't be me. Is this what I said?" You need not be startled by the way people take your material and misinterpret it and use it in their own ways. Consider that you have made an impact on your field!

TECHNIQUES FOR GETTING INTO ADMINISTRATION AND SURVIVING

Panel Discussion

M. Louise McBee, Panel Moderator
Associate Vice President for Academic Affairs
University of Georgia

Panelists:

Sue A. Dezendolet
Vice President for Academic Affairs
Columbus College

Mary Ann Hickman
Assistant Vice Chancellor
for Academic Affairs
University System of Georgia

Mary E. Estes
Academic Dean
Waycross Junior College

This session is appropriately titled "Techniques for Getting Into Administration and Surviving," for certainly, difficult as it sometimes is to get into administration, surviving may be more difficult. Theodore Hesberg, for twenty-seven years the president of Notre Dame University, has described college and university administration as "life between a rock and a hard place." There are other equally descriptive but less delicate metaphors depicting the life of an administrator. Nonetheless, most of us in administration think it is a great vocation -- exciting, demanding, sometimes satisfying and every now and then, great fun. Also, most of us would agree there are too few women in higher education administration at all levels, and especially in top policy-making positions.

As recently as 1964 a book entitled Academic Women concluded without comment or surprise that administration does not appear to be a common channel of upward mobility for academic women (Bernard, 1964). Indeed, until recently it has not been, and although we have made great strides in recent years we still have a long way to go. During an eight-month period in the past year, the Chronicle of Higher Education listed the appointment of 1,343 persons to administrative positions in higher education. Only 20 percent of the appointments were women. After two decades of working at equal opportunity in higher education, men still occupy 89 percent of the top policy-making positions in colleges and universities across the country. In short, affirmative action has opened doors and made wider opportunities for women, but we have just begun. The days ahead will not be easy. The present no-growth situation in higher education will increase the difficulties for women. Since women are concentrated in the lower nontenured ranks and in entry and middle management positions, they will be the first to go in any cutback.

Getting Into Administration

How does one get into administration? What must an aspiring woman do to get into the corridors of power?

(1) Get the necessary credentials. The fact that you are a woman will not and should not get you the position. You should get the job only if you are the top candidate. This of course calls for, at minimum, the terminal degree in your field of specialization. You should know your strengths and weaknesses, and work on both of them. If you are not good at chairing

a meeting, learn parliamentary procedures. If an important part of your work is knowing budgets and you feel uncomfortable with that, then spend time with budget preparation. In sum, work on skills you need in an administrative position. Further, know your sources of support and call on them.

(2) You must be willing to take risks. It takes personal courage and some considerable chutzpah to apply for a position which you may or may not get. But don't be afraid to go for what you want. Women generally have not been good risk-takers. Rather they have disparaged their own capabilities and have been reluctant to try for positions for which they were fully qualified.

(3) Be sure that you are ready for the job. To take a position for which you are ill-prepared and in which you cannot perform adequately will hurt the institution, you, and women who follow you. Know if it is the right position for you. Decide for yourself when is the right time. Fritz Pearl says, "Don't push the river, the water flows by itself." You will know when you are ready. You will know when you have learned and committed all you can learn in your current job and where the next challenge is.

(4) Establish yourself first in your discipline. Generally your opportunities for advancement in academia are enhanced by first establishing yourself in your own discipline, moving through the ranks of assistant to associate and full professor. Teaching experience will generally assist you in moving into an administrative post.

(5) Develop a network. Work at building a professional support system for yourself either within the institution or outside the institution.

Surviving as an Administrator

What are some techniques to help us hold on once we are in administraton? Hannah Gray, current president of the University of Chicago, is the first woman to hold the presidency of a major private university. An article in the January 1979 Chronicle of Higher Education focused on President Gray's administrative style. Her colleagues commented on the qualities which contributed to her success. We would like to recommend them to you.

(1) She knows the difference between big problems and little problems and concentrates on the big ones.

(2) She tries very hard to find out who is in charge, who the players are and what they are all about. (You will note the reference to athletics. Administration is a combative occupation and its language is infused with athletic metaphors.)

(3) She has a sense of humor.

(4) She has the ability to keep her cool under fire.

Other qualifications for survival include:

(1) Be honest, open and direct. It is said that administrators make a decision every five minutes. Whatever the decision, big or small, it

should be made with as much forthrightness and honesty as you can bring to it. No matter what the decision or how many people disagree with it, they will respect you for making that decision if you maintain a direct, honest, forthright kind of approach to it. No other position is defensible.

(2) Be humane and compassionate. There are many things about higher education which resemble a business and it must be operated under sound business principles. But it is not just a business organization; it is a human organization as well. The practices we follow, the policies we make, the procedures we develop are all secondary, or should be, to the human beings with whom we work every day. It is important to maintain an environment that is nurturing, that is creative and that brings out the very best in the people around us. A good administrator is one who sees the people around him or her growing.

(3) Use skill power, not role power. A higher education institution, though organized in a line and staff configuration, is different from a business organization in that decisions are made by influence more than power. A good administrator is one who influences others by showing them the facts, the alternatives, and recommending solutions to them. We should be consensus builders. We join hands with faculty and students and share decisionmaking.

(4) Have sufficient confidence and poise to stand alone. Finally, although we must be concerned about what other people think, it cannot be a guide. Anyone who needs constant approbation and who depends on a pat on the back may find administration a lonely way. The judgments of others, while they must be listened to and taken into account, must never be a sole guide. Only one person knows whether what you are doing is honest, thorough, sound, or false. And you are that person. You cannot relinquish to anyone else your evaluation of you. Whatever sanity and equilibrium you are able to maintain as an administrator will depend on the extent to which you are able to do this.

Summary

Being an administrator, especially holding a top position in a large institution, is very demanding. The costs are high. There are pressures exerted up and down, and life sometimes is a tightrope and juggling act.

The legalistic environment in which we live keeps administrators uneasy and requires additional caution and paper work. It can be a lonely position because one must be able to keep one's own counsel. But there are also rewards. These include the opportunity to be involved in making important decisions and at the end of the day feeling that one has had significant effect on the direction and purpose of an institution.

Finally, there are the opportunities to be role models for women students and for younger women faculty. This investment in others and in their futures gives us some claim to success and a sense of having made a difference in the world.

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ACADEMIC PROMOTION GUIDELINES

Kathryn A. Blake
Alumni Foundation Distinguished Professor
College of Education
University of Georgia

The whole theme of this conference is techniques for moving up in higher education. So, I want to talk about two things. I want to talk about how to be successful in being promoted; and these same comments I make pertain to how to be successful in getting a merit salary raise. Then I want to try to put all of this in a context. As I came into the room I heard people talking, and I know we have people from various places. I think all of us are going to have to generalize our comments to make them apply to different units and circumstances. They were laughing at me in my office a while ago and they call me "Miss Promotion of 1981" because I spend so much time going around and talking to groups about promotions. The reason I do that is because we at the University of Georgia have just revised our guidelines and I chaired the committeee. This committee consists of a bunch of tigers, or whatever you call males that are tough but gentle. Somehow I was appointed to chair this thing. You know a chair always needs a secretary to take notes, to keep up with everything. I was the only woman there who could attend regularly. There was another woman who couldn't come often, so essentially I was the only woman in this group of about thirteen or fourteen males. I kept trying to get a secretary. Guess who ended up being the secretary? They just dove under the table and jumped out the window and hid their heads. They did everything to get out of it. Because of their ego patterns they couldn't serve in the role of secretary. Therefore, I ended up being both the chair and the secretary. Now that is a very smart thing to do because when you take notes you can hear what you want to. So I did that. Of course, I was scrupulously honest!

I'm going to talk about some general things here today. I'm going to make my comments in terms of some personnel policies, and our criterion procedures for personnel decisions. I will then tie them up a little with promotion guidelines. We will share our guidelines with some of you folks from other places.

How many of you have seen the movie Continental Divide? It's playing here in town. Those who haven't seen it, go see it! How many of you have seen the movie Rich and Famous with Candice Bergen and Jacquelyn Bisset? Both of these movies have one thing in common, and that is the nature of success. The themes for both of these movies is how everybody has to follow his or her own drummer. This is an excellent conference. As you read across the program you see that it's about how to do this and how to do that, and how to do the other thing. Essentially, it is how to be a success in higher education, how to be an administrator, how to be a professor, etc. But I want to caution everyone of you because most of you are my age and younger. I want you now to define what success is to you. Now, doing so requires that you really understand what your strongest needs are. And then figure out the best way of meeting those needs. I want to caution you about jumping off and running toward a goal because it is the thing to do. When I was going through college the idea was that you went through your four years and you got married and that was it. But today the idea is that you become a college president or you become

director or dean or whatever. That is fine if it fits your needs. Don't run off and do something because we have conferences on how to be a success in this and that. Certainly you want to be a success, but you want to be a success in the thing that will help you meet your needs. I bet you if you are like I am, and many of us are, you are really not in touch with your needs. So, in addition to getting procedures and techniques about how to make it politically, getting in touch with your needs is very important. Networks are extremely important, but also as important is how to get in touch with yourself. You can be the president of a college or dean of a college or a professor, but if you hate to get out of bed in the morning, it is going to be hard on you. If your thing is to climb to the top of the Rockies and study eagles, then do so. If your thing is to stay in Chicago and write stories, do so. That's what Continental Divide is about. If your thing is to write deep and serious novels, do so. If your thing is to write a more popular novel, do so. That's what Rich and Famous is about. If your thing is to run a house or bake cookies, get in touch and do it. Now if your thing happens to be making it in academia, then let's talk about personnel policies. One of the things, if my friends will let me do it here at UGA this year, is to have a conference. I attended one just recently where some people were brought in to help others get in touch with their needs, in addition to the more task-oriented business of how to make it once you are in touch.

Different colleges are going to evolve different criteria and procedures for promotion. All criteria and procedures for making personnel decisions must have two characteristics. They must be validated, and they must be fair. That's the second most important thing I'm going to say to you because when you go back to your college you need to ask, "Are they validated and are they fair?" Let me tell you what validated means and what fair means. The requirement that things be validated is in what we call the administrative law -- that is, in the law that is promulgated by equal opportunity (EEOC). The Labor Department has specified that things must be validated. The requirement that all criterion procedures used in job actions must be validated eminated from the 14th Amendment to the U.S. Constitution, which is the amendment that guarantees to all U.S. citizens equal protection under the law. That means that you can't have any kind of distinction among identifiable groups. This validation requirement was established to avoid distinctions being made. The requirement for fairness really means that due process must be followed in all these procedures. Let me take those requirements and translate them into promotion. I want to caution you that they also apply when it comes to tenure, to merit pay decisions and everything else. If that's not what is happening at your college, you need to find out why. It must happen.

How do you validate a set of promotion criteria? Validated means that the criteria have a one-to-one correspondence with the requirements of the job. That's very important here at the University of Georgia, and while I'm not as familiar with other places, I think we can talk about how it applies to your place. How do you get to that point? First, you take the mission of the college, or the university, and then apply that specifically to the mission of your unit. Let me give an example with the University of Georgia because it shows how it happens in a very complex unit. In the university we have a tri-part mission. We have the mission of instruction, research and creativity, and service. The criteria for promotion in this university pertains to these three missions. What we do is to take those criteria and see how they apply to the different colleges and schools. For example, Karen Calhoun is in the College of Arts and Sciences, so her college will take the general criteria

and see how they apply. Betty Whitten is in the College of Business. Her college will take the general criteria and see how they apply. That is, each of these separate units will take the general criteria and take weights and priorities appropriate for that unit. In my college, for example, people can get promoted if they do service work as well as instruction. Service work cannot be counted for promotion in Arts and Sciences because it is not the mission of Arts and Sciences. Business Administration has a larger service component than Arts and Sciences. What we are saying is you take something general and apply it to the mission of the unit, which you then apply to the job assignments. That's very complicated. And remember, it has to be connected with the job assignment. At UGA if we have these criteria that means that a person is judged in terms of his or her job assignment. They have to go together. Now, let's look at ABAC. What are your job assignments? That is the only thing you should be judged on at ABAC if your criteria for promotion are valid...how well do you carry out your job assignments? If you come to ABAC at the level of instructor, and you fulfill your job assignment for at least three years you will get promoted. That's the first level of promotion. What's the second level? If ABAC's mission is what I think it is, it is primarily instructional. Then the only thing they can judge you on is how well you carry out the instructional function. It could be that ABAC has a service responsibility or a research responsibility. To the extent that they have those responsibilities, and to the extent that you are assigned to those responsibilities, you can be judged on them. In other places if the mission is 100 percent instruction, and you do it well, you should be promoted. That is what valid means. It will mean different things to each one of you. I just want to give you the concept. You can explore when you return home and see how it applies to your particular unit.

Let me speak on the topic of fair quickly. Fair means giving a person due process. If the decision is negative, then you must have the documentation to support a negative decision. You have to give the person a chance to argue with that documentation. You have seen enough courtroom dramas to understand how that works. One must be given due process because that is what the 14th Amendment says. So those are the two characteristics of a proper procedure.

In conclusion I want to give you seven comments within the context. The only guidelines that anybody can use to make a personnel decision about you are those that are valid. You must be allowed due process. If your administration is not following this procedure, then kick over the walls until they do because you have the constitutional right to those two things. The bottom line is: work hard and work smart.

(1) Know the full range of requirements.
(2) Choose those facets of that full range that fit your needs. Nothing in the world justifies getting a promotion if you have to get it by doing something you hate.

(3) Get your work assignment negotiated so that you can meet the requirements.

(4) Do a superb job of carrying out your work assignment.

(5) Document in detail how you are doing a superb job. Start immediately to organize this documentation in a dossier with exhibits.

(6) Get annual advisement about your progress. Use this information to make mid-quarter corrections in doing your job.

(7) Protect yourself. In other words, remember "let the buyer beware." That's why I started out by telling you about the constitutional requirements. If you are not getting them, find out why.

I've brought some extra copies of the University of Georgia Guidelines for Promotion. If any of you want copies, you are welcome to them. In addition, if you need extra copies, write me and I will see that you get them.

SET YOUR GOALS TOWARD PROMOTION

Karen S. Calhoun
Professor, Department of Psychology
University of Georgia

I think the reason that Betty Whitten asked me to do this is because I have recently been through the promotion process, and she may have thought I'd have some pearls of wisdom or some key to success to tell you about. I wish I did. But I'm reminded of a conference we had in the early '70s. It was a conference called "The American Woman, Who Will She Be?" Gloria Steinem gave the keynote address, and in the question and answer period following her talk someone got up and asked Gloria what advice she would have for academic women. I still remember her answer. She said, "You are in a no win situation, damned if you do and damned if you don't. So my advice would be to make it the best way you can." Things have changed a lot since then. But I think she would probably say the same thing today. You have to make it the best way you can. I think in regard to some of the comments that have been made earlier, you have to consider your own situation. You have to tailor whatever you do to your particular situation. I think that in terms of strategy there are a couple of comments that I would make on what was touched on earlier. I would like to elaborate a little.

I think we can learn something from women and people in general in the business field. One issue that I would stress in the strategy for promotion would be career planning. That is something that women, especially women in academia, don't do. It is kind of the feeling that thinking ahead politically or otherwise about your career and making ambitious plans is somehow not worthy of an academic. The idea that if you work hard rewards will come along has held women back. I would say forget all that. Do set some goals. Do what Dr. Blake was talking about. Think ahead. What do you want? What are your goals? Make some long-range goals and some short-term goals. Think of steps along the way. How do you get there? You want it to be a flexible career plan so that you can change if the situation changes. Do have a plan in mind; don't just go to work everyday, plug away and expect that somewhere along the line the big rewards are going to come along. They may and they may not. Work hard, but work smart. The thing that I would emphasize about career planning is that you should be planning a career, not just doing a job. Look at yourself as a professional. At the same time, build your resume so that if you want to move what you have done is going to work for you, not against you. I think you will find, in most situations, what you do to get promoted will also help you get another job if this particular one doesn't work out. Build your résumé. Do a variety of things that you think may help you. Don't let yourself get stuck in one type of job, such as teaching one course for years and years. Try to look around you and see what other opportunities might be yours.

The next thing I would suggest is to talk to as many people as you can. Don't just talk to your department head or your dean because they are going to give you one story. There may be other things that are important to other people who are going to be involved in evaluating your performance. So talk to as many of your senior colleagues as will talk with you. You will find that they don't think it improper for you to ask advice or guidance along these lines, if it is done appropriately. Talk with people who have been through

the process recently. Look at what kinds of things they have done. Try to get as clear a picture as you can of what is expected. Don't just accept the formal written guidelines. Also, I think it is important to learn about the system -- the informal as well as the formal requirements. This means a lot of observation, sensitivity and involvement on your part and getting involved in doing things with people. Observe other people, people who seem to be doing well and getting promoted. See what they do and what you can do that might be similar. It helps if you have what we refer to as a mentor, someone inside the system who can tell you about the system. It isn't necessary to have that sort of person; many people make it without that kind of inside help. Sometimes the price you have to pay is too high because you have to be a glorified research assistant to get the mentor, and that may not be what you want to do. But I must emphasize my belief that it is important to get feedback from people, your colleagues, especially your senior colleagues. One observation that I have made is that men are reluctant to give honest, direct feedback to their female colleagues. This is especially true for those of you working in a predominantly male field. It is left to you to seek honest answers, to ask for them. Go out of your way to let them know you want feedback, and that you are not going to fall apart if you get honest feedback even if you are headed in the wrong direction. Believe me, it is better to hear the bad news early and not have these things store up until you come up for promotion.

Reassess! Sit down and take some time out and think about your career. Do you still want the goals that you set yourself earlier? I don't think it is ever too late to reassess, but the earlier the better. If you are up for promotion next year, it is still not too late to start thinking about what you really want out of this career and how you can get it. How you reach these particular goals is a time management problem. How do you have time? You set out a plan for yourself whereby you determine you need five publications within the next three years. How do you find the time to do the writing? That's the tricky part. And it does come down to setting priorities. That is very hard for women to do -- to find the time for doing the things that aren't built into your daily schedule, but are very important. Many times you have to make sacrifices. You have to shuffle the students out of your office and say it's time for me to write my paper. It is essential that you do it. Many times women will say things like, "I have to spend all this time with students because if I don't do it nobody else will." Well, that's probably true in many cases. But ask yourself if you were to leave in a few years who would do it then? It's very easy to get caught up in doing things that are important but don't pay off in the long run. Here's where you have to make some of the compromises. You never have to choose completely one or the other. It is a matter of compromising and adjusting. The same thing goes for committee work. There are an awful lot of demands on women to do a lot of the "scut" work, and there are immediate rewards many times. There may be a lot of verbal reinforcement for doing that. Don't get caught up too much in the immediate reinforcement. I've seen this happen to women who get involved in the administrative work, such as advising students. And the department head gives you all kinds of "you are doing a wonderful job, we couldn't do this without you" praises. Ask yourself another thing: do you ever hear him say you will be promoted because you are doing this? Very rarely do they do that. If you are in a special circumstance where that is your job, and how well you do it is going to determine whether or not you are promoted, that's fine. Know where you stand.

This leads us to a question frequently asked by women on this campus. "Can one say no to this committee work and advising schedule?" I don't have any pat answer for that. I think you can say no and should say no in many cases. It depends on how you say no. Without question, if you see yourself backed into a corner where you aren't getting anyplace because you are spending so much time doing these activities, then it is time to say no. There is a certain way to say no; do it constructively and positively. Don't just complain. Don't go to your department head and say, "Look here, you have to let me out of this advising. It's killing me." Come up with a constructive plan to present. Say something like, "I would like to get out of this heavy advising load because there is something else I'm going to do to help the department. I have a new course I want to plan." You are much more likely to get somewhere when you approach it like that than if you just complain that you are doing all the work and your male colleagues are out there fooling around in their labs and so forth.

I would like to address also a comment that was made about putting research done on womens' activities on your résumé. You may want to be cautious about that especially if you are in Arts and Sciences, or the College of Engineering. But there may be other cases where it does help or it does look good on your vita. Again, assess the situation. I had the experience of getting involved in a large research project about which my male colleagues commented outright, "Well, that's all very nice that you have gotten this big grant to do this, but it's not scholarly, is it?" You have to make choices like that sometimes. It has worked out very well in this case. We have had some articles published in major journals in the field. I find that very satisfying for me and my colleagues because it is a vindication that a project in an area considered less than scholarly by my male colleagues could be done in a scholarly way. It also helps to get federal money to do a project like "adjustment in the cases of rape victims." It makes the project more legitimate.

MAKING CAREER DECISIONS

Helen E. Grenga
Associate Dean and Professor, Graduate School
Georgia Institute of Technology

First, let me say it's very nice to be here from that other school for a day. Also, I want to mention that on the table by the door is a box with copies of proceedings from a workshop that was held during the National Convention of the Society of Women Engineers in San Francisco a couple of years ago. I published those proceedings as part of my Graduate and Professional Opportunities Program at Georgia Tech. There are two or three panel discussions in which you might be interested. One panel is a group of women who received tenure a long time ago. They are now full professors, deans, associate deans, and so forth. Their experiences long ago were extremely interesting. There was also another group of younger panelists who have just received tenure. The third group of panelists discussed "the survival kit" for academia. I think you'll find this book extremely interesting.

The proceedings are not just for women, certainly not just for engineers, although women engineers were the primary audience. The types of problems addressed are those problems that men, women, minorities, nonminorities, engineers, educators, psychologists, and others faced in their academic careers. In fact, many of the things I will say today are covered in the proceedings.

I have found teaching to be a terrific asset in learning to speak publicly. When you learn to stand up in front of all those boys and girls, you learn how to think on your feet. In fact, that is something I would advise you to do -- accept every good speaking engagement opportunity. I believe that it is a terrific help in one's career. In terms of strategy for promotion and tenure, there are a number of things to consider. Essentially, it requires high energy, time management, initiative, perseverance, organization, and other items that are not discipline restricted. The three elements which Kathryn mentioned -- teaching, research, and service -- are all very important. However, I believe that they are not always equally weighted. In my own experience, research is most highly weighted. You can look at research as simply being faculty development. If you are not in an institution where you are required to do research, surely you are required to go to workshops, seminars, or to do something to keep yourself up to date. Reserach is simply the mechanism that is used to keep faculty up to date in a larger university.

To comment on teaching: first of all, do your share of the thankless teaching (large classes, labs, freshmen and sophomores), but don't get stuck there! If you do, you are very unwise. If nothing else, you must in fact develop and propose your own course in your own area of expertise. In fact, that is a method of creativity. So you can be creative in teaching. You can take initiative in developing new courses, in teaching new methods, new labs. Don't overdo it, though. What I mean by that is simply a time management problem. It is good to be available to students and helpful to your students. At the same time, you have several responsibilities. You can't allow anything to take all of your time. It is very difficult to manage one's time.

Don't be isolated; work with your colleagues, especially in research. But right now I'm talking about teaching. Even in this task you are networking with your colleagues. You are bouncing ideas off them. This is extremely vital, I believe, to your success, your promotions, your upward mobility. Some of them will be involved in a decision-making process for your promotion, and if they know where you are coming from, it helps a great deal.

Examine the feedback you get from student evaluations. I have found them very useful because by having that student feedback I am able to try to improve my approach to the subject. An interesting comment you will read in this educator's workshop booklet is that one woman said that she knew of no one who had received a teaching award as an assistant professor and actually made it to full professor. An interesing observation. It doesn't matter if we don't like those observations, we have to look at the facts.

Don't do all of your research with other people. You have to be the principal investigator sometimes. You can't always be the junior partner. You also should get to know the program managers of the research that you are doing, in Washington or wherever. It helps because the more they understand what you are trying to accomplish, the more likely you are to obtain their support for your research -- even when the reviewers have unfavorable comments. Persevere. I noticed today in the workshop I attended on professional writing, one of the publishers said to submit, resubmit, and resubmit. That is also true for refereed publications. I remember the first paper I wrote during my first year at Georgia Tech. I wrote it and submitted it. When I got the reviews back, I felt totally devastated. I thought I would never write another word in my life. It took me two months to get up the courage to look at my paper again. But I finally sat down and rewrote it, taking into consideration those criticisms. I sent it back in and didn't hear a word except that it was accepted. I've told that to many of my younger colleagues, who are primarily men, who have the same problem. Also, I've told it to women colleagues from other places because it is a common experience. It doesn't have anything to do with sex. Regardless of how badly you are crushed when you get that first paper back, just rewrite it to answer the criticisms, or justify your stand and send it back in. It takes a lot of perseverance and resilience.

Research is most important in the universities for many reasons. In fact, the person driving over with me this morning said that research is political. She said that you have to have an image. You are building an image, and the university is building an image. The research, publications, and grants promote a national or international reputation and image. Perhaps that is one element of politics, the image one projects. One also should not underestimate the value of research to the students, because by keeping up to date and being at the forefront in your area you are able to bring more into the classroom. There are other means of faculty development -- such as seminars, workshops, and various courses. At a large university, however, it is also necessary that you be involved in research.

Now the third area, service, is a very broad one. It is not just organizations and community activities. It also includes consulting to industry or business. There is also service to your professional or technical society. It is wise to focus your attention on your research until you have your first promotion and tenure or perhaps even full professorship. Since I am currently so heavily into service, if I had not already been promoted to

full professor, I would be in trouble. Service is not something that you get highly involved in at the assistant professor level. That is my own personal advice to you.

Today there are so few women in academia that there is a push to bring these people into administration. If an individual goes into an administrative position as an assistant professor, it can be devastating to future promotions all the way up the ranks. You might be an assistant dean, but you are not going to be the dean until you get promoted to the level of full professor. So you must be very careful -- it's tempting, but you have to be very, very discretionary.

Committee work may not prove helpful for promotions. How devastating it can be to an assistant professor's career to be on a politically sensitive committee, such as a search committee! A curriculum committee might be great, but even there you should be careful. I don't understand the reason why any administrator should ask an assistant professor, especially a woman, to be on a search committee, or any committee that is politically sensitive.

Women's organizations and activities need to be discussed. I can't help but think of one story from that San Francisco workshop. One woman was saying, "The Society of Women Engineers called me and asked me to run a student conference. So I did. What did that do for me? Nothing!" Another woman, one of our very prominent members, talked about how one of her male colleagues had called her to the side and said, "Look, it's fine to do those women things, but don't put them on your résumé." True. For every one women's activity you put on your resume, you have to have two technical publications to make any points. It is great to do them. You need to do them. I put a few on my resume now for certain things, but on other things I leave them all off. It is negative in terms of what you are doing with your time. I don't like it either, but nevertheless it is frequently true.

One last thing is to put yourself forward. You must ask for promotion. No one is going to come out and hand it to you. Well, not unless they are worried about EEO. Ordinarily no one is going to come and give it to you. You have to come out and ask for that, and you have to be firm. However, you have to be ready for it. If you are, don't be afraid to speak up. Your university expects you to be aggressive outside that university in seeking money, getting grants, and publishing papers. If you can't speak up for yourself within the university for promotion, then obviously you have some problems about doing it outside also. They expect you to hold your own in the right way -- firmly, confidently, and directly, but reasonably. Good luck to you, and if I can ever help any of you I would be happy to try.

INVITATIONS TO GROWTH AS ADMINISTRATORS

Betty L. Siegel
President, Kennesaw College

I am happy to be with you today to talk about "Invitations to Growth." I applaud the intent of your conference on Shaping our Destiny, for it follows close on the achievements of women throughout the years in everything from Little League to coal mining. Certainly, the celebration of International Women's Year in the last decade throughout the world illustrates that barriers which exist in our society can be overcome. As Betty Friedan recently pointed out: "In 10 years time we've only completed the first phase of the women's movement. We have, however, restructured roles - so that home is no longer the woman's world, and the office is no longer the man's world." She concluded that the changes of the last ten years were more dramatic than she had expected. She talks, succinctly now, about the second stage in the women's movement. So, in a very real sense, it is a good time to be a woman and, in my opinion, a very good time to be a professional woman in academe. Such a conference as this attests to the increasing consideration of women for high management postitions.

Perhaps a brief autobiographical odyssey through my own management career would enable me to lay the groundwork for my comments today. When I first came to the University of Florida fourteen years ago, I came as the only woman in a department of thirty-five men. My male colleagues didn't particularly want a woman and they saw me and said, " Oh, no, Dr. B. Siegel is a woman." And then they looked down and noticed the obvious -- I was six months pregnant! My doctor at Indiana was progressive for his time, and he indicated that I should accept the job at the University of Florida, have the baby during the quarter break before Christmas and then resume my teaching activities after the Christmas holidays. I was to teach, appropriately enough, Human Growth and Development! The men didn't completely believe my brave promise, so they kept water boiling on 3rd Floor Normal Hall throughout the fall quarter. Interestingly, and to their amazement, I finished my last exam the last day of the quarter, went out to lunch with my mother (who had been in Gainesville three weeks waiting for the baby to come), went out to dinner and to a movie with my husband. We left the movie for the hospital, where we had our second son within the hour! My husband brought my exams to the hospital, where I graded them on Saturday, averaged the grades on Sunday, and gave them to him to deliver to my chairman before any of the men got their grades in. I then became known on campus as a woman who could be believed! I am sure that when the women's movement assisted in having women on the University of Florida campus considered for administrative positions, my experience that first year contributed to my viability as a candidate for Dean of Academic Affairs for Continuing Education five years later.

I must confess that I did not seek or want the job that was ultimately offered to me. I had just read Matina Horner's research on women which indicated that women have the "motivation to avoid success". Certainly my reading of the Peter Principle contributed to my apprehension, for I surely felt that if I left teaching I would be rising to the level of my incompetence.

Somehow, I managed the courage to accept the position. I am happy to report that it was no token job; I headed an administrative unit with a professional staff of almost 100 and a budget of two and a half million dollars. Over 70,000 students came through the programs offered through the Division of Continuing Education.

From that experience to that of an academic dean at Western Carolina University and now to the presidency of Kennesaw College, I came to love the administrative role that I initially feared. The challenges, joys, peak experiences of administration far outweigh the frustrations, and if I had known nine years ago what I know now, I would have actively campaigned for an administrative position.

I view my role as a speaker for this important conference as a platform to relate the things I've learned about management which may be helpful to you as you consider your own changing responsibilities, roles and relationships in the work world. Actually, I feel as if I'm carrying "coals to Newcastle" since I recognize the many years of professional management experience accumulated and represented by this group. Nonetheless, let me share with you these thoughts.

I would like us to consider invitations to growth in two areas -- in the work world and in the home. Considering the intent of the conference, I will expand my thoughts most on the first view, that of the world; but I must affirm that the view of the home is of utmost importance.

First, let us consider the work world. It has been said that "of all the tests that reveal your powers to be assertive, your handling of work and love reveal the most." To be assertive in either area, you have to possess an active orientation and set goals that enhance your self esteem. In love your aim is openness, communication, and sharing of your emotional being. In work, the assertive emphasis reverses. Doing comes first and feelings are second. The aim of work is achievement and accomplishment.

These are the things I've learned about the work world:

1. Administrative models should be studied. I suggest to all would-be chief administrators that they become students of administration. My own reading guides have been: Administrative Leadership by Paul Dressel, The Art of Managing People by Hunsaker, The Art of Administration by Elba, and The Effective Administrator by Walker.

I have also found helpful these less academic books -- How To Survive in a Sexist Jungle and Why Do You Say Yes, When You Mean No?

My own philosophy of administration grew out of my philosophy of teaching. Simply stated, it is this: As teaching is the facilitation of learning, administration is the facilitation of teaching. If administration is not academic in nature, the facilitative purpose still applies.

I should point out that it is often easy to be sidetracked into following authoritarian models rather than facilitative ones. As Lucy points out in the Peanuts script: "A disarming smile doesn't stand a chance against my total warfare frown!" However, Combs' research at the University of Florida on the

helping relationship points out that good administrators are those who have these qualities:

1. They feel good about themselves.

2. They feel that others are capable, dependable, able, etc.

3. They see things from the other person's point of view.

4. They see their purpose as freeing, supportive, and facilitative.

5. They find authentic administrative styles that uniquely suit them.

It has often been noted in management literature that 75 percent of all management problems are human relations problems. If this is so, and I believe it is, then we need administrators who exemplify the qualities of the "good" administrator as cited by Dr. Combs.

As Roy Loring points out: "These (administrative qualities) are not female traits. These are human traits. Labeling them masculine or feminine is a social practice that limits human expression."

Carefully attend to the models you admire and hope to emulate. My own models are Dr. E. T. York, Chancellor Emeritus of the State University System in Florida, and Dr. Vernon Crawford. Dr. York is a giant among educators in integrity and intelligence, but he maintains an approachability, a courteousness that is inviting. Dr. Crawford is a brilliant visionary, a man of reason and intellect, and at the same time, he is down-to-earth, pleasant, and genuinely interested in seeing things from the other person's point of view. Both invite others with whom they work to see themselves as able, valuable and responsible. Authentically different in style, they nonetheless represent humanistic models of administration. I suggest that it is important for each of us to find humanistic models if we are to make administration facilitative, rather than restrictive.

2. The second thing I've learned in the work world is that a knowledge of the "system" is absolutely necessary.

You will need for your own administrative odyssey a thorough knowledge of the job society and the skills to work with, through, and against the system. This process can be summed up as the art of negotiating the system. In my own experience, I've found it often necessary to ask three times: the first time I may not really know how to ask the question; the second, the answer is usually no; the third time, I ask the right question and the answer is usually yes! The important thing is to know to whom to go.

This "art of negotiating the system" is not based on the old view espoused by the What Makes Sammy Run? school of selling your soul in an attempt to exploit the system. Rather, it is based on a common-sense approach to administration -- e.g., knowing where to go, whom to see, and what to ask. There is no substitute for knowledge of the system, for with knowledge there usually is a way to negotiate the system.

3. A third thing I've learned as an administrator is to trust in women's ability. A University of Florida Kellogg study points out that women

administrators are more democratic than men and score higher in using effective administrative practices.

A recent expansion of that Kellogg study reveals that although men have more tolerance for freedom in administration, women score better on: speaking and acting as a representative of the group; being persuasive in argument; emphasizing production; maintaining cordial relations with superiors and in exerting influence; striving for higher status.

As I have indicated, 75 percent of all management problems are human-relations based. Women are unusually good in the human relations area (as the Kellogg studies attest), but according to Sheila Tobias, women also need to add knowledge of the budget and computers in order to be fully competent. We need to de-mythologize budget!

A good rule of thumb to follow is this: There is no substitue for competence (no woman manager can manage without competence), but competence is not enough! Women need to concentrate on the special strengths they can bring to the administrative tasks -- e.g. problem solving, understanding of "people" objectives, the ability to think of possibilities.

4. The fourth point I've learned about administration is a <u>personal commitment to hard work</u>.

Maslow, the late psychologist of note, defined true creativity as "work that goes someplace joyfully." Once you are committed to hard work, you need to raise your sights. In the process, forget the Peter Principle; if you're really rising to the level of your incompetence, you've made the wrong choice! Achievement, according to Haldane, is something you feel you've done well, something you've enjoyed doing, and something you're proud of.

Certainly, once you're committed to hard work, realistic goals must be set. The goals should be self-determined and may include any one of any combination of the following: to make a living, to make money, to win glory and status, or to be involved in meaningful work (in terms of your own interest, for personal growth and feeling of movement, and to make a social contribution).

These four points constitute some of the lessons I've learned as an administrator. It's an exciting time to be a working woman. Forty percent of the work force is made up of women; half the women over sixteen work. Working women were recently queried, "Would you work if you didn't get paid for it?" Eighty-two percent responded unequivocally, "Yes."

Obviously, the working woman's life involves more than the office. I want to say a word or two about the importance of self-assertion in the home. Increasingly, women are combining a career and mothering. It should be pointed out, however, that studies indicate that married women who work because they have to upset the equilibrium of the family more than those who work because they enjoy it.

If a woman works outside the home, she can combine a career and mothering, according to Dr. White of Harvard, for he thinks the quality of time in mothering is more important than the quantity of time. He identified the "good mothering one" as one who does the following for the young child: educes language; stimulates curiosity; provides a stimulating environment; teaches

the child that the adult is a valuable resource person; and acts as a consultant on the run. Interestingly, he cites the fact that a "good mothering one" may spend as little as an hour a day of quality time with the child and still be a meaningful mother. This research should allay the guilt of the working mother, as well as provoke her to examine the kinds of qualitative experiences she structures for her children while she is with them.

Betty Friedan says, "Today, the problem that has no name is how to juggle work, home and children." It seems to me that women today want it all -- career, home, family -- and although it may be idealistic to think it can be possible, perhaps our best explanation to those who ask us how we combine a career and mothering would be to answer, "In the same way that our husbands combine a career and fathering!"

In summary, the stars are in the heavens and we should not be persuaded from reaching for them; let us invite ourselves and others to growth.